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ABSTRACT

This document describes an Ontario, Canada study to elicit staff and student opinions about various aspects of alcohol, drug, and tobacco programs currently offered in schools. The staff sample included 2061 educators, 65 percent of whom responded. A total of 3052 students in grades 5, 6, and 8 comprised the elementary pupil sample. At the secondary level, 1549 students from grade 11 and 13 mathematics classes in composite secondary schools, and 302 vocational students enrolled in grades 11 and 12 were surveyed. All of the various groups completed a self report questionnaire. The document includes the methodology for the elementary, secondary, vocational and teacher samples. A summary table of the sample for students and staff is included. The results of the staff survey gives the staff profile, priorities for alcohol, drug, and tobacco programs, involvement with teaching alcohol, drug, and tobacco programs, and the student smoking policy. The section for the results of the elementary students survey includes a student profile, information about alcohol, drugs, and tobacco, school programs, alcohol, drugs, and tobacco usage, legal age for alcohol, tobacco, and marijuana use, and summary tables. The results of the secondary and vocational students survey includes the student profile, information about alcohol, drugs, and tobacco, the usage of all three, and the legal age for smoking and drinking. Summary tables are included. The actual questionnaires are included in appendices. The elementary survey showed that parents were the most believable source of information on alcohol, drugs, and tobacco. Secondary students also listed teachers and friends as likely sources of information. (DK)

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ED 368 635

A SURVEY OF STUDENTS AND EDUCATORS:

THEIR VIEWS ON

ALCOHOL, DRUGS, AND TOBACCO

U.S. DEPARTMENT OF EDUCATION
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THE PEEL BOARD OF EDUCATION

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SO 023 804

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EXECUTIVE SUMMARY

The purpose of this study was to elicit staff and student opinions about various aspects of alcohol, drug, and tobacco programs currently offered in Peel schools. The staff sample included 2061 educators, 65% of whom responded (n=1340). A total of 3052 students in grades 5, 6, and 8 comprised the elementary pupil sample. At the secondary level, 1549 students from grade 11 and 13 math classes in composite secondary schools, and 302 vocational students enrolled in grades 11 and 12 were surveyed. All of the various groups completed a self-report questionnaire. The data were collected in October 1986.

The Staff Survey

The results of the staff survey indicate:

- The majority (72% to 81%) of teachers from both panels felt that programs dealing with alcohol, drugs, and tobacco should be given a "higher" or "much higher" priority than they presently were given. One percent or less of respondents felt that the current priority should be lowered. (Table 3.3, p. 15)

- 20% of the sample were involved in the delivery of programs dealing with alcohol, drugs, and tobacco. (Table 3.4, p. 16)

- The majority of the elementary and secondary teachers who were involved teaching topics related to alcohol, drugs, or tobacco reported that they felt comfortable teaching these topics. (Table 3.4, p. 16)

- Teachers from both panels indicated that more support materials and resources such as guidelines, personnel, videos, films, etc., would enhance instruction for teaching alcohol, drug, and tobacco programs. (Table 3.5, p. 17)

- The small percentage of teachers (less than 15%) who reported that they were uncomfortable teaching alcohol, drug, and tobacco programs felt that appropriate in-service training would increase their comfort level. (Table 3.5, p. 17)

- Approximately 7 out of 10 of the respondents reported that they were in favor of devoting more professional development time for alcohol, drug, and tobacco education. (Table 3.7, p. 20)

- The majority of teachers from both panels felt that programs dealing with alcohol, drugs, and tobacco should be introduced in grades 4 through 7. (Table 3.8, p. 21)

- Elementary teachers identified classroom teachers and outside agencies as the groups who should be given the major responsibility for teaching the alcohol, drug, and tobacco programs. The secondary teachers identified the following three groups: physical education teachers, outside agencies, and classroom teachers. (Table 3.9, p. 22)

- The overwhelming majority of elementary teachers (96%) and secondary teachers (88%) felt that smoking should not be allowed on school property. (Table 3.10, p. 23)

- 82% of the elementary panel felt that there would be no difficulty enforcing a "No Smoking" policy at school. Conversely, 67% of the secondary panel felt that there would be problems enforcing a "No Smoking" policy. (Table 3.10, p. 23)

- The major problems of a "No Smoking" policy articulated by the staff were: the need for constant supervision; the difficulty in eliciting total commitment of all staff; the potential for inconsistent penalties; the realization that students would break the rules anyway; and the concern that students would smoke outside school property. (Table 3.11, p. 24)

The Elementary Student Survey

The results of the elementary student survey reveal:

- The majority of students in grades 5, 6, and 8 identified parents and the media as their main information sources for alcohol, drugs, and tobacco. (Tables 4.2 and 4.4, p. 35 and p.37))

- Parents were cited as the most believable source of information for alcohol, drugs, and tobacco. (Tables 4.5 - 4.7, p.38 and p.40)

- Students in grades 5 and 6 identified grades 3 to 6 as the grades where they first learned about alcohol, drugs, and tobacco. (Table 4.8, p. 4)

- Students in grade 8 identified grades 5 to 8 as the grades where they first learned about alcohol, drugs, and tobacco. (Table 4.8, p. 4)

- The majority of students felt that information about alcohol, drugs, and tobacco presented in school was useful. (Table 4.8, p. 4)

- Over 70% of the students would like more information about alcohol, drugs, and tobacco. (Table 4.10, p. 43)

- Guest speakers were identified by the elementary students as the best way to teach students about alcohol, drugs, and tobacco. (Table 4.11, p. 44)

- 45% of the grade 8 students stated that talking to former users would be one of the best ways to teach students about drugs. (Table 4.11, p. 44)

- The elementary students felt that programs dealing with alcohol, drugs, or tobacco should be introduced in grades 3 through 7. (Table 4.12, p. 45)

- Approximately one-in-three students in grades 5, 6, and 8 had consumed alcohol more than once during the past year. (Table 4.13, p. 46)

- The overwhelming percentage of students in all three grades (95%, 98%, and 94% respectively for grades 5, 6, and 8) had not used drugs in the past year. (Table 4.13, p. 46)

- 5% of grade 5 students reported that they had used tobacco during the past year. The results for grades 6 and 8 were 10% and 21%, respectively. (Table 4.13, p. 46)

- Curiosity was one of the major reasons for using either alcohol, drugs, or tobacco in grades 5, 6, and 8. (Table 4.14, p. 47)

- Students used alcohol, drugs, or tobacco most often at home, although some students used drugs at a party/dance or at a friend's home. (Table 4.15, p. 48)

- The majority of elementary students were unaware of the legal age to consume alcohol or smoke cigarettes. (Table 4.16, p. 49)

- Over half of the grade 5 students were aware that smoking marijuana is illegal. The percentages for grades 6 and 8 were 64% and 74%, respectively. (Table 4.16, p. 49)

- The majority of students in grade 5 (71%), grade 6 (78%), and grade 8 (81%) indicated that smoking marijuana should never be legalized. (Table 4.16, p. 49)

- Students chose age 21 as the most suitable legal age for smoking and drinking alcohol, although a larger percentage indicated that they should "never" be legalized. (Table 4.16, p. 49)

The Secondary Student Survey

The results of the secondary student survey indicate:

- Secondary students indicated that they obtained their information about alcohol, drugs, and tobacco from a number of sources which included friends, parents, and teachers/counsellors. (Table 5.2, p. 58)

- Secondary students identified grades 7 to 9 as the grades where they first learned about alcohol, drugs, or tobacco. (Table 5.3, p. 59)

- Approximately 60% of the students felt that the information they were taught in class about alcohol, drugs, and tobacco was useful. (Table 5.4, p. 60)

- Secondary students indicated that schools should provide more information about alcohol, drugs, and tobacco. (Table 5.5, p. 61)

- Of the three substances, students designated drugs as the area where they wanted more information. (Table 5.5, p. 61)

- Guest speakers were identified as the best way to teach students about alcohol, drugs, and tobacco. (Table 5.6, p. 62)

- The secondary students indicated grades 6 through 9 as the most appropriate grades to introduce alcohol, drug, and tobacco programs. (Table 5.7, p. 63)

- Students would like to know about the effects of alcohol, drugs, and tobacco on their bodies. (Table 5.8, p. 64)

- Secondary students reported that some of the negative effects of alcohol, drugs, and tobacco were general poor physical health, addiction, and driving accidents. (Table 5.9, p. 66)

- Approximately 7 out of 10 of the secondary students consumed alcohol more than once during the past year. (Table 5.10, p. 68)

- The majority of secondary students (70%) did not use drugs during the year. (Table 5.10, p. 68)

- 6 out of 10 of the secondary students did not smoke cigarettes during the past year. (Table 5.10, p. 68)

- For those students who used either alcohol, drugs, or tobacco, the highest percentage of students stated that they used the substances because they liked them. (Table 5.11, p. 69)

- The majority of secondary students believed that most of their friends used these substances because of peer pressure. (Table 5.12 p. 70)

- The most popular place to use alcohol, drugs, and tobacco was at a party/dance. (Table 5.13, p. 71)

- The majority of secondary students were aware of the legal age to smoke cigarettes and drink alcohol. Similarly, they were aware that smoking marijuana was illegal. (Table 5.14, p. 72)

1. INTRODUCTION

At the Regular Meeting of the Board on 1986-05-13, the trustees passed the following motion:

WHEREAS there can be no doubt that the abuse of alcohol and drugs is a general problem in our society which affects some students in the Region of Peel,

AND WHEREAS the school system is one of the most important daily influences on our children's lives, and as such can exert a powerful and positive effect at a most critical stage in the development of our next generation,

AND WHEREAS the goal of quality education is to develop students who possess the necessary skills, knowledge, attitudes and values for living in and contributing to society,

AND WHEREAS strong concern was expressed by the parents of both elementary and secondary students on the 1985 Survey of Peel Parents (p.74, p. 86) requesting "more programs on drugs, alcohol, smoking and values education",

AND WHEREAS it is the responsibility of the Peel Board of Education to respond in a comprehensive way to the concerns expressed by these parents,

BE IT THEREFORE RESOLVED that the Peel Board of Education establish an ad hoc committee of five trustees with appropriate administrative personnel.

The committee shall have the following responsibilities, namely:

1. To review the current drug and alcohol education programs of the Peel Board of Education.

2. To review the current discipline policies and guidelines related to student possession, use and trafficking of drugs or alcohol while under the supervision of Peel Board of Education.

3. To invite presentations from the community concerning our curriculum and discipline in regard to drugs and alcohol.

4. To complete this task with the utmost thoroughness and efficiency no later than December 1986.

As a result of this motion, an Ad Hoc Committee Re: Drug and Alcohol was established consisting of five trustees, the Associate Director of Education, the Superintendent of Program, the Superintendent of Operations, and the Coordinator of Physical and Health Education. After initial discussion among the members of the Ad Hoc Committee, it was decided that it would be useful to solicit the opinions and perceptions of both elementary and secondary students as well as teachers. Consequently, the Research Unit was requested to survey these groups on a number of issues specified by the Ad Hoc Committee.

2. METHODOLOGY

The purpose of this section is to present the samples, instruments, data collection, and analyses.

2.1 Elementary Sample

The population of subjects for the present study included students currently enrolled in grades 5, 6, and 8 in Peel schools. The actual elementary student sample was stratified by school type, and approximately 1000 pupils were selected at each grade level. Only intact classes were used. The final elementary sample was comprised of 3083 students from 43 schools.

2.2 Secondary Sample

Secondary students enrolled in grades 11 and 13 were identified as the target population. The two alternative schools and the vocational schools were eliminated from this sample. All composite secondary schools were randomly assigned to one of two groups; the grade 11 sample was drawn from one group of schools, and the grade 13 sample from the other group. Once the schools had been assigned to a group, they were rank ordered according to the number of students enrolled in either grade 11 or 13; the number of intact classes was then determined. Both general and advanced level students were included in the final sample for grade 11, while the grade 13 sample contained only advanced level students. The final secondary student sample consisted of 1549 students.

2.3 Vocational Sample

Two vocational schools were selected to be part of this study. All students enrolled in grades 11 and 12 in those two schools were included in the sample. The total sample consisted of 302 students.

2.4 Teacher Sample

The teacher sample was stratified by panel. For the elementary teacher sample, a maximum of ten teachers per school were randomly selected. For schools with less than ten teachers, all teachers in the school were included in the sample.

The same procedure was utilized for the secondary teacher sample, except that a maximum of 30 teachers were selected from each school. In schools with less than 30 teachers on staff, all teachers were included in the sample. A total of 2061 teachers (1314 elementary and 747 secondary) made up the final sample. Table 2.1 summarizes the various samples included in this study.

2.5 Instrumentation

Three different questionnaires were assembled by the Research Unit in conjunction with two trustees who were members of the Ad Hoc Committee Re: Drug and Alcohol. All draft forms of the questionnaires were submitted to the Ad Hoc Committee for further modifications and approval. The final version of the elementary questionnaire was pilot

tested in grades 4, 5 , 6 and 8. After the pilot testing, further changes were made which resulted in a final questionnaire consisting of 18 items. The first seven questions were personal or demographic in nature. They asked the students for their age, gender, overall school grades, weekly spending money, and whether they attended school functions or participated in after-school activities.

The remaining 11 questions attempted to elicit students' opinions on a number of issues centering around alcohol, drug, and tobacco education in Peel. The first three of these questions asked students from whom they obtained their information about these substances and which source they felt was most reliable. This was followed by five questions dealing with their educational experiences in the area of alcohol, drugs, and tobacco. The next question asked the students to indicate whether they had used alcohol, drugs, or tobacco more than once during the past year. Those students responding affirmatively were asked to identify the main reason for using one or more of the three substances. Students who had not taken any alcohol, drugs, or tobacco in the past year were asked why they thought their friends used them. Students were also requested to indicate what they thought the legal ages were, and should be, for using alcohol, marijuana, and tobacco.

The secondary questionnaire contained all the items in the elementary instrument as well as some additional questions. These included three questions in the demographic section dealing with course level, the number of extra-curricular activities in which students participated last year, and their educational aspirations. In addition, students were requested to identify topics regarding alcohol, drugs, or tobacco that they felt should be taught in school. They were also asked to specify some of the negative effects of alcohol, drugs, and tobacco.

The teacher questionnaire consisted of 10 questions. The first three asked teachers to identify their gender, panel, and major teaching assignment. The next five questions dealt with their direct professional experiences and opinions on alcohol, drug, and tobacco educational programs. The final two questions asked for their opinions about smoking on school property and any possible consequences of a "No Smoking" policy in their schools. Copies of the three questionnaires are included in Appendices A, B, and C.

2.6 Data Collection

The student questionnaires were sent to the randomly selected schools using the Board's courier system. Instructions for both the principals and the teachers were included with the questionnaires. Copies of the instructions are contained in Appendices D and E.

The teacher questionnaires were individually addressed; self-addressed return envelopes were also included. The Board's courier system was utilized to distribute the survey. The questionnaires were sent to the schools on September 30, 1986 and returned to the Research Unit by October 17, 1986.

2.7 Data Analyses

The responses were key-punched directly from the questionnaires. Descriptive statistics, correlational, and contingency analyses were carried out.

TABLE 2.1

SUMMARY OF SAMPLE FOR STUDENTS AND STAFF

Group					
Elementary	5	899			
	6	1012			
	8	1141			
Total		3052			
Secondary		1549			
Vocational		302			
Staff/Teachers					
Elementary		Female 542		Male 262	
Secondary		Female 225		Male 288	
Total		767		550	1317 [1]

[1] 23 individuals did not respond to the gender item.

3.0 RESULTS

THE STAFF SURVEY

This section is Pink for Photocopies.

3.1 Staff Profil

Table 3.1 present by their major teaching or admi reveals that there were responses fro elementary and secondary levels. nd other resource personnel participa nnaires sent, a total of 1340 educat

3.2 Priorities for Alcohol, Drug, and Tobacco Programs

Teachers were asked whether the current educational programs dealing with alcohol, drugs, and tobacco should receive a different priority than they presently do in Peel. The results for this question are summarized in Table 3.3 for the elementary and secondary panels.

Over 70% of elementary and secondary educators felt that programs dealing with alcohol, drugs, and tobacco should receive a "higher" or "much higher" priority than they currently do. It is interesting that most teachers felt that all three types of programs should given a higher priority. Less than 1% of the respondents felt that such programs should be given a "lower" or "much lower" priority.

3.3 Involvement with Teaching Alcohol, Drug, and Tobacco Programs

The next question asked the teachers whether they were presently involved in teaching any aspect of alcohol, drug, or tobacco education. Table 3.4 presents the results for this question. Approximately 80% of both elementary and secondary teachers responded negatively for each of the three programs. For those teachers who responded affirmatively, a subsequent question asked them if they were comfortable teaching these topics. The vast majority (85% to 92%) of the teachers indicated that they were comfortable teaching any of the three topics.

Next, teachers were invited to comment on any changes they would like to see in teaching these programs. Table 3.5 summarizes the comments. The changes that the teachers would like to have incorporated in these programs are: provide more support materials and resources such as guidelines, personnel, kits, videos, films, etc.; introduce of these topics as early as possible and make them compulsory; get the classroom teacher involved; and incorporate/integrate these topics into different subject areas.

The teachers who indicated that they were not comfortable teaching alcohol, drug, and tobacco programs were asked if appropriate in-service training would make them more comfortable with these topics. The majority of teachers in both panels felt that in-service training would increase their comfort levels (Table 3.6).

Approximately 70% of the respondents reported that they were in favor of allocating more professional development time to alcohol, drug, and tobacco education (Table 3.7).

Table 3.8 presents the results for the question "Based on your experience in what grade do you feel that alcohol, drug, and tobacco education should be introduced?" Most of the elementary teachers felt that the program should be introduced between grades 4 and 7. Grade 4 was the grade identified most often (alcohol, 24%; drugs, 23%; tobacco, 27%) by the elementary teachers for the three programs. Secondary teachers selected grades 5 to 7 as the best time to introduce these programs; however, grade 6 was the grade identified most often (alcohol, 19%; drugs, 24%; tobacco, 23%). It seems that neither the primary nor the senior division was considered a desirable time to introduce alcohol, drug, or tobacco education.

In addition to asking at which grades alcohol, drug, and tobacco programs should be introduced, teachers were asked who should be given the major responsibility for teaching these topics. They were asked to select and rank five groups from a list of nine possibilities. The results of their ratings are given in Table 3.9. The top three priorities for the elementary panel were the classroom teacher, outside agencies, and physical education teachers. The top three cited by the secondary panel were physical education teachers, outside agencies, and classroom teachers.

3.4 Student Smoking Policy

The final three questions were related to students smoking at school. Table 3.10 presents the results for the question regarding smoking on school property and whether or not it would be difficult to enforce a "No Smoking" policy for students. The overwhelming majority (elementary, 96%; secondary, 88%) felt that students should not be allowed to smoke on school property. With regard to enforcing a "No Smoking" policy, 82% of the elementary panel stated that there would be no problem; 67% of the secondary panel felt that it would be difficult to enforce.

The respondents were asked to articulate some of the potential problems they felt would be encountered enforcing a "No Smoking" policy at school. The comments are presented in Table 3.11. Teachers from both panels (elementary, 181; secondary, 352) generated a total of 959 comments. The major difficulty articulated by the elementary (n=33) and secondary (n=103) teachers was that it would be difficult/impossible to enforce a "No Smoking" policy. It would require constant supervision, and the staff would have to act as 'police officers', patrolling washrooms and other areas on school property.

A number of teachers felt that the implementation of a "No Smoking" policy would require a total commitment from all levels of staff to be successful. Similarly, they felt that there could be problems determining penalties for smoking and ensuring parental and administrative support for the enforcement of the policy.

TABLE 3.1

STAFF QUESTIONNAIRE:

WHAT IS YOUR MAJOR TEACHING ASSIGNMENT, GRADE OR SUBJECT AREA?

	Elementary (n=577) %	Secondary (n=314) %
Kindergarten	9	
Grade 1	10	
2	8	
3	7	
4	7	
5	6	
6	7	
7	5	
8	3	
Multiple Grades	38	
Business		14
Counselling		11
English		10
Family Studies		7
Math		18
Library		3
Moderns		12
Music		3
Phys. Ed.		8
Science		14

TABLE 3.2

STAFF QUESTIONNAIRE:

IF YOU ARE NOT ASSIGNED TO A REGULAR CLASS OR SUBJECT AREA, WHAT IS YOUR MAJOR RESPONSIBILITY?

	Elementary (n=229) %	Secondary (n=57) %
Consultant	<1	4
ESL/D Teacher	1	2
Resource Teacher	<1	0
Teacher-Librarian	4	2
Sp. Ed. Teacher	41	18
V.P.	14	35
Principal	25	16
TMR	4	0
Heads/Directors	<1	16
Other	2	4
Librarian-Elementary	9	5

TABLE 3.3

STAFF QUESTIONNAIRE:

SHOULD EDUCATION PROGRAMS DEALING WITH ALCOHOL, DRUGS, AND TOBACCO RECEIVE DIFFERENT PRIORITY THAN THEY PRESENTLY DO?

	Elementary			Secondary		
	Alcohol (n=735)	Drugs (n=737)	Tobacco (n=735)	Alcohol (n=498)	Drugs (n=496)	Tobacco (n=496)
	%	%	%	%	%	%
Much Higher	16	20	22	20	24	26
Higher	57	54	49	61	55	52
Stay the Same	26	25	28	19	21	22
Lower	<1	<1	1	<1	<1	<1
Much Lower	<1	<1	<1	0	0	0

TABLE 3.4

STAFF QUESTIONNAIRE:

ARE YOU CURRENTLY INVOLVED IN TEACHING ANY ASPECT OF THE ALCOHOL, DRUG, OR TOBACCO PROGRAM?

	Elementary			Secondary		
	Alcohol (n=786)	Drugs (n=786)	Tobacco (n=793)	Alcohol (n=513)	Drugs (n=512)	Tobacco (n=509)
	%	%	%	%	%	%
Yes	17	17	21	18	17	15
No	83	83	79	82	83	85

IF YES, ARE YOU GENERALLY COMFORTABLE TEACHING THESE TOPICS?

	Elementary			Secondary		
	Alcohol (n=212)	Drugs (n=214)	Tobacco (n=238)	Alcohol (n=137)	Drugs (n=135)	Tobacco (n=133)
	%	%	%	%	%	%
Yes	89	85	92	90	87	92
No	11	15	8	10	13	8

TABLE 3.5

STAFF QUESTIONNAIRE:

DESIRED CHANGES IN TEACHING TOPICS ON
ALCOHOL, DRUGS AND TOBACCO

	ELEMENTARY		SECONDARY	
	n	%	n	%
. More support materials and resources such as guidelines, personnel, kits, videos, films, lists of resources, etc. - for all levels.	55	29	36	24
. More emphasis on these programs and topics in general; make them more widespread across all grades; introduce them as early as possible; make them compulsory, especially in elementary grades; get the classroom teacher involved; more time, etc.	28	15	30	20
. Incorporate/integrate these topics into many different subject curricula, such as Science, Phys. Ed., Health, Family Studies, Guidance, Social Science, Man in Society, etc.	17	9	27	18
. More information for teachers; more in-service, workshops, more updates for teachers in the areas of tobacco, drugs, alcohol; keep teachers informed on current status of drug issues, current statistics, etc.	27	14	14	9
. Don't diffuse these topics by assigning aspects of them to different curricula -- keep them as intact as possible; teach as program on its own.	1	1	0	0

Continued ...

TABLE 3.5 ...Continued

STAFF QUESTIONNAIRE:

DESIRED CHANGES IN TEACHING TOPICS ON ALCOHOL, DRUGS AND TOBACCO

	ELEMENTARY n	%	SECONDARY n	%
. Move away from purely informational and "scare tactic" approaches toward teaching children to say "No", resist peer pressure.	10	5	2	1
. More emphasis on health aspects, chemical and physiological effects, etc.	8	4	8	5
. Make the content and approach relevant to students to keep their interest; use informal approach; practical approach; stress prevention; etc.	5	3	4	3
. Stress the basic causes of substance abuse in the context of our society.	3	1	1	1
. More agency support; more government funding.	7	4	5	3
. Use guest speakers such as professionals, experts, religious and community leaders, rehabilitated individuals, peer leaders, etc.	17	9	20	13
. More direction from administration; more administrative and community support; etc.	11	6	4	3
. Total	189	100	151	100

TABLE 3.6

STAFF QUESTIONNAIRE:

ARE YOU CURRENTLY INVOLVED IN TEACHING ANY ASPECT OF THE ALCOHOL, DRUG, OR TOBACCO PROGRAM?

IF NO, DO YOU THINK YOU WOULD BE MORE COMFORTABLE TEACHING THESE TOPICS PROVIDED YOU RECEIVED THE APPROPRIATE IN-SERVICE TRAINING?

	Elementary			Secondary		
	Alcohol (n=466)	Drugs (n=470)	Tobacco (n=461)	Alcohol (n=318)	Drugs (n=322)	Tobacco (n=316)
	%	%	%	%	%	%
Yes	83	84	82	80	81	79
No	17	16	18	20	19	21

TABLE 3.7

STAFF QUESTIONNAIRE:

ARE YOU IN FAVOUR OF DEVOTING MORE PROFESSIONAL DEVELOPMENT TIME TO ALCOHOL, DRUGS, AND TOBACCO EDUCATION?

	Elementary			Secondary		
	Alcohol (n=750)	Drugs (n=756)	Tobacco (n=747)	Alcohol (n=490)	Drugs (n=490)	Tobacco (n=488)
	%	%	%	%	%	%
Yes	71	76	69	76	78	68
No	29	24	31	24	22	32

TABLE 3.8

STAFF QUESTIONNAIRE:

BASED ON YOUR EXPERIENCE, IN WHAT GRADE DO YOU FEEL THAT ALCOHOL, DRUGS, AND TOBACCO EDUCATION SHOULD BE INTRODUCED?

	Elementary			Secondary		
	Alcohol (n=774)	Drugs (n=733)	Tobacco (n=775)	Alcohol (n=493)	Drugs (n=491)	Tobacco (n=491)
	%	%	%	%	%	%
Kindergarten	6	7	9	3	3	4
Grade 1	6	7	10	5	5	7
2	2	2	3	2	1	2
3	7	7	12	4	4	5
4	24	23	27	6	7	10
5	19	19	19	14	15	17
6	18	20	13	19	23	22
7	13	12	5	21	20	17
8	2	2	<1	7	6	3
9	2	1	1	16	13	13
10	<1	<1	<1	2	2	<1
11	0	0	0	1	<1	0
12	0	0	<1	<1	0	0
13	<1	<1	<1	0	0	0

TABLE 3.9

STAFF QUESTIONNAIRE:

WHO DO YOU FEEL SHOULD BE GIVEN THE MAJOR RESPONSIBILITY OF TEACHING THE ALCOHOL, DRUGS, AND TOBACCO TOPICS?

		MOST FAVOR %	2 %	3 %	4 %	LEAST FAVOR %
Classroom Teacher	Elem (n=711)	52	21	14	8	5
	Sec (n=353)	30	17	19	16	19
Phys. Ed. Teacher	Elem (n=582)	18	32	23	19	8
	Sec (n=429)	35	29	19	11	6
Guidance Counsellor	Elem (n=536)	9	21	31	21	18
	Sec (n=327)	5	19	28	28	20
Other Subject Specialist						
	Elem (n=439)	6	14	19	35	26
	Sec (n=331)	12	26	25	22	16
Principal	Elem (n=154)	5	9	18	21	47
	Sec (n=69)	13	6	13	25	44
Resource Teacher	Elem (n=246)	5	15	22	25	34
	Sec (n=219)	1	16	21	25	26
Itinerant Teacher	Elem (n=123)	11	14	19	24	32
	Sec (n=76)	12	22	17	21	28
Outside Agency	Elem (n=638)	24	25	19	16	16
	Sec (n=392)	28	22	16	16	18
Other	Elem (n=129)	52	14	9	6	19
	Sec (n=71)	58	11	14	9	8

TABLE 3.10

STAFF QUESTIONNAIRE:

DO YOU THINK STUDENTS SHOULD BE ALLOWED TO SMOKE ON SCHOOL PROPERTY?

	Elementary (n=790) %	Secondary (n=507) %
Yes	4	12
No	96	88

IF YOUR SCHOOL HAD A COMPLETE "NO SMOKING" POLICY FOR STUDENTS, DO YOU FEEL THAT THERE WOULD BE ANY DIFFICULTY IN ENFORCING IT?

	Elementary (n=755) %	Secondary (n=500) %
Yes	18	66
No	82	34

TABLE 3.11

STAFF QUESTIONNAIRE:

DIFFICULTIES ANTICIPATED RE: A "NO SMOKING" POLICY IN THE SCHOOL

	ELEMENTARY		SECONDARY	
	n	%	n	%
. Students will break the rules anyway; will find a way/place to smoke regardless of the rules; will "sneak it"; etc.	25	9	44	7
. Students will smoke **IN SCHOOL:** in washrooms, changerooms, etc.	20	7	71	11
. Students will smoke **OUTSIDE THE SCHOOL:** on sidewalks, boundary areas, parking lot, local mall, etc.	22	8	91	13
. It will be difficult/impossible to enforce a "No Smoking" policy; will require constant supervision; staff will have to act as "police", patrol washrooms, outdoors, etc.	33	12	103	15
. Such a policy will impose extra pressure,time demands on staff; bad for staff morale; number of teachers required, etc.	4	1	22	3
. Student will take out their frustration and resentment in "acting out" behavior, such as: littering, vandalism, insubordination, local property damage, tension in teacher-pupil relationships, cutting, late, etc.	19	7	54	8

Continued...

TABLE 3.11 ...Continued

STAFF QUESTIONNAIRE:

DIFFICULTIES ANTICIPATED RE: A "NO SMOKING" POLICY IN THE SCHOOL

	ELEMENTARY		SECONDARY	
	n	%	n	%
. Parents may oppose it; may say it infringes on students' human rights; not breaking the law to smoke; etc.	18	6	16	2
. Fire hazards may be created because students smoke secretly in inappropriate places; etc.	10	4	10	1
. There will be problems determining penalties for smoking and ensuring parental administrative support for enforcing these penalties; teacher authority may be questioned; etc.	24	8	72	11
. There may be complaints from neighbors/community because students congregate off school property to smoke.	4	1	38	6
. Implementation of a "No Smoking" policy requires total commitment from all levels of staff to be successful; staff must set a good example by giving up smoking as well; students will view staff as hypocritical if they are enforcing a "No Smoking" policy while still smoking themselves.	31	10	63	9

Continued...

TABLE 3.11 ...continued

STAFF QUESTIONNAIRE:

DIFFICULTIES ANTICIPATED RE: A "NO SMOKING" POLICY IN THE SCHOOL

	ELEMENTARY		SECONDARY	
	n	%	n	%
. Problems will emerge especially in senior public and secondary schools, not in lower grades.	11	4	0	0
. Need help/support for addicted students/staff.	3	1	15	2
. Miscellaneous.	39	14	39	6
. Compromise/give designated smoking area.	5	2	6	1
. Ban for teachers as well as students	16	6	31	5
Total	284	100	675	100

4.0 RESULTS

THE ELEMENTARY SURVEY

This section summarizes the results of the elementary student. The results are presented by grade for each question.

4.1 Student Profile

A profile of the elementary student respondents is given in Table 4.1. A total of 3083 students (grade five, 899; grade six, 1010; grade 8, 1137) responded to the questionnaire. In all three grades, there was an equal distribution of males to females. The age of the students ranged from 9 to 15, although the majority of students fell between 10 and 13 years of age. The overwhelming majority of students reported that their school marks were "average" to "excellent"; only 2% indicated that their marks were either "poor" or "failing". On the average, students had $6.58 per week in spending money, either earned or allowance. Students in grade 8 attended more school functions than did students in either grade 5 or 6. Approximately the same percentage of students across the three grades participated in after-school activities, such as sports, clubs, lessons, scouts/guides, etc.

4.2 Information about Alcohol, Drugs, and Tobacco

Students were asked first to identify where they obtained their information about alcohol, drugs, and tobacco, and then to identify which of these information sources they believed the most. Tables 4.2 to 4.6 present the results for these questions.

The majority of students identified parents and the media as their main information sources for alcohol, drugs, and tobacco. As well, the grade 8 students identified their health class as the place where they obtained information about these substances. Very few students identified the church or the family dentist as places to get information about alcohol, drugs, or tobacco. Perhaps this is because students do not have regular contact either with dentists or with their respective churches.

After identifying the information sources for alcohol, drugs, and tobacco, students indicated the source in which they had the most confidence. In all three grades parents were cited as the group that provided the most believable information. This was followed for grades 5 and 6 by the media. The grade 8 students also indicated that their health class was a reliable source of information. In the case of tobacco, a sizeable number of students felt that the information on smoking received from organizations such as the Canadian Cancer Society or the Lung Association was believable.

4.3 School Programs

Students were asked a series of questions about alcohol, drug and tobacco programs at school. The first of these questions asked the students in what grade, if any, they first learned about alcohol, drugs and tobacco. The results are summarized in Table 4.8. The results for grades 5 and 6 are very similar. These students first learned about alcohol, drugs, and tobacco in grades 3 to 5. Students in grade 8 identified grades 5 to 8 as the grades when they first learned about alcohol, drugs, and tobacco. Very few grade 8 students reported that they were not taught anything in school about these substances.

Very few students (9% to 17%) felt that the information on alcohol, drugs, or tobacco received in class was not useful to them. (See Table 4.9). In addition, the higher the grade (from 5 to 8), the more useful the information appears to have been. For example, 57% of the grade 5 students stated that the information on alcohol was useful, while 69% and 76% of the students in grades 6 and 8, respectively, felt that information on alcohol had been useful to them.

A majority of students in all three grades felt that the school should provide more information about alcohol, drugs, and tobacco. (Table 4.10) Although only a small percentage responded negatively, a sizeable number of students selected the "not sure" category.

Students were requested to identify what they felt would be the best way to teach students about alcohol, drugs, and tobacco. The results are presented in Table 4.11. Results for grades 5 and 6 students are similar; they selected guest speakers as the best way to teach students

about these three topics. Although the grade 8 students felt that guest speakers would be an appropriate way to learn about tobacco, they identified talking to former users as the most expedient way to teach students about alcohol and drugs.

Students were next asked to indicate in what grade they thought alcohol, drug, and tobacco programs should be started. The majority of students in grades 5 and 6 identified grades 3 to 6 as starting points, while the grade 8 students felt that grades 4 to 7 would be appropriate grades for introducing these programs. Very few students from any of the three grades selected kindergarten, grade 1, or grade 2.

4.4 Alcohol, Drugs, Tobacco Usage

Students were asked if they had used alcohol, drugs, or tobacco more than once during the past year. The results are presented in Table 4.13. Approximately one-in-three students in grades 5, 6, and 8 had consumed alcohol more than once during the past year. The results are strikingly different for drugs. The overwhelming percentage of students in all three grades (95%, 98%, and 94%, respectively, for grades 5, 6, and 8) had not used drugs in the past year. With regard to tobacco, there appears to be a relationship between age/grade and smoking. Only 5% of the grade 5 students reported that they had used tobacco during the past year. This can be compared to 10% for grade 6 and 21% for grade 8.

Those students who reported that they did use alcohol, drugs, or tobacco were asked to identify the main reason for using them. The results are presented in Table 4.14. This table should be interpreted with some caution since a few categories have small numbers or responses.

Curiosity was one of the major reasons given for using either alcohol, drugs, or tobacco in grades 5, 6, and 8. Peer pressure was also a contributing factor for using these substances. Some grade 5 students noted that they consumed alcohol because their parents did.

Table 4.15 summarizes the place where the students used alcohol, drugs or tobacco. In general, students in all three grades used the substances most often at home. Some students used drugs at a party/dance or at a friend's home.

4.5 Legal Age to Smoke Cigarettes, Drink Alcohol, or Smoke Marijuana

Students were asked questions relating to the current legal ages for smoking and drinking. The results are presented in Table 16. There are significant differences between grades and knowledge of the legal ages to drink and smoke. Larger proportions of students in grades 6 and 8 than in grade 5 were aware of the legal age to smoke or drink. Seventy-five percent of grade 8 students knew that it was illegal to smoke marijuana. If the "never" and "don't know" categories for smoking marijuana are combined for grade 8, then only 6% of the students believed that it was legal to smoke marijuana.

The second part of this table deals with the students' opinions of what the legal age should be for smoking and drinking. For all three activities (smoking cigarettes, drinking alcohol, and smoking marijuana), the "never" category was selected most often. For alcohol, the percentages in the "never" category ranged from 14% (grade 8) to 31% (grade 5). Forty-three percent of the grade 5 students and 41% of the

grade 6 students felt that smoking cigarettes should never be allowed. The percentages are much higher in the "never" category for marijuana. They ranged from 71% (grade 5) to 78% and 81% for grades 6 and 8, respectively.

TABLE 4.1

ELEMENTARY QUESTIONNAIRE:

PROFILE OF ELEMENTARY SAMPLE

	Grade 5		Grade 6		Grade 8	
	n	%	n	%	n	%
GENDER						
Female	447	50	507	50	572	50
Male	452	50	503	50	565	50
AGE						
9	149	17	1	<1	0	0
10	632	70	151	15	0	0
11	114	13	710	70	1	<1
12	2	<1	147	15	208	18
13	1	<1	3	<1	764	67
14	0	0	0	0	161	14
15	0	0	0	0	6	<1

MARKS	(n=895) %	(n=1009) %	(n=1138) %
Excellent	18	20	16
Good	54	50	46
Average	27	28	36
Poor	1	2	2
Failing	0	<1	<1

SPENDING	
Range	$0 to $100+
Mean	$6.58
Median	$30.00
Mode	$20.00

Continued...

TABLE 4.1

ELEMENTARY QUESTIONNAIRE:

PROFILE OF ELEMENTARY SAMPLE

	Grade 5	Grade 6	Grade 8
ATTENDING SCHOOL FUNCTIONS	(n=811)	(n=999)	(n=1140)
	%	%	%
Almost Always	19	31	60
Often	13	21	14
Occasionally	19	18	14
Almost Never	49	30	12
PARTICIPATE IN SCHOOL ACTIVITIES	(n=887)	(n=1004)	(n=1134)
	%	%	%
Yes	65	70	70
No	35	30	30

TABLE 4.2

ELEMENTARY QUESTIONNAIRE:

WHERE DO YOU GET YOUR INFORMATION ABOUT ALCOHOL?
(CHECK AS MANY AS NEEDED)

	GRADE 5 (n=899)	GRADE 6 (n=1012)	GRADE 8 (n=1141)
Friends	178	334	534
Parents	711	818	853
Teacher/Counsellor	370	470	564
Health Class	250	307	747
Media	658	730	846
Organizations	223	275	243
Family Doctor	276	341	236
Family Dentist	29	57	18
Church	62	113	99
Drug Store	152	194	108

TABLE 4.3

ELEMENTARY QUESTIONNAIRE:

WHERE DO YOU GET YOUR INFORMATION ABOUT DRUGS?
(CHECK AS MANY AS NEEDED)

	GRADE 5 (n=899)	GRADE 6 (n=1012)	GRADE 8 (n=1141)
Friends	199	362	573
Parents	681	773	755
Teacher/Counsellor	305	473	593
Health Class	237	300	789
Media	645	711	820
Organizations	192	268	265
Family Doctor	309	369	317
Family Dentist	33	51	18
Church	56	98	89
Drug Store	226	230	187

TABLE 4.4

ELEMENTARY QUESTIONNAIRE:

WHERE DO YOU GET YOUR INFORMATION ABOUT TOBACCO?
(CHECK AS MANY AS NEEDED)

	GRADE 5 (n=899)	GRADE 6 (n=1012)	GRADE 8 (n=1141)
Friends	173	297	470
Parents	656	747	776
Teacher/Counsellor	271	364	467
Health Class	217	304	738
Media	536	621	710
Organizations	255	333	409
Family Doctor	255	339	312
Family Dentist	74	101	74
Church	37	83	58
Drug Store	133	166	110

TABLE 4.5

ELEMENTARY QUESTIONNAIRE:

OF THOSE YOU CHECKED, WHICH ONE GIVE YOU INFORMATION ABOUT ALCOHOL THAT YOU BELIEVE THE MOST?

	GRADE 5 (n=764) n	GRADE 6 (n=895) n	GRADE 8 (n=993) n
Friends	5	8	52
Parents	450	512	398
Teacher/Counsellor	27	41	54
Health Class	33	35	205
Media	124	127	150
Organizations	54	68	70
Family Doctor	51	72	43
Family Dentist	0	1	2
Church	7	10	10
Drug Store	13	21	9

TABLE 4.6

ELEMENTARY QUESTIONNAIRE:

OF THOSE YOU CHECKED, WHICH ONE GIVES YOU INFORMATION ABOUT DRUGS THAT YOU BELIEVE THE MOST? (CHECK THAT ONE)

	GRADE 5 (n=783) n	GRADE 6 (n=891) n	GRADE 8 (n=998) n
Friends	10	23	77
Parents	413	452	294
Teacher/Counsellor	28	49	57
Health Class	25	43	213
Media	142	140	181
Organizations	48	63	74
Family Doctor	73	75	71
Family Dentist	0	0	2
Church	7	11	8
Drug Store	37	35	21

TABLE 4.7

ELEMENTARY QUESTIONNAIRE:

OF THOSE YOU CHECKED, WHICH ONE GIVES YOU INFORMATION ABOUT TOBACCO THAT YOU BELIEVE THE MOST? (CHECK THAT ONE)

	GRADE 5 (n=714) n	GRADE 6 (n=897) n	GRADE 8 (n=967) n
Friends	10	20	56
Parents	395	453	284
Teacher/Counsellor	20	44	47
Health Class	31	53	212
Media	116	100	105
Organizations	98	127	173
Family Doctor	45	64	68
Family Dentist	9	12	7
Church	5	8	5
Drug Store	15	16	10

TABLE 4.8

ELEMENTARY QUESTIONNAIRE:

IN WHAT GRADE, IF ANY, DID YOU FIRST LEARN ABOUT ALCOHOL, DRUGS, AND TOBACCO FROM YOUR TEACHER?

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=872)	Drugs (n=876)	Tobacco (n=866)	Alcohol (n=994)	Drugs (n=994)	Tobacco (n=989)	Alcohol (n=1136)	Drugs (n=1135)	Tobacco (n=1130)
	%	%	%	%	%	%	%	%	%
Kindergarten	<1	<1	1	<1	<1	1	<1	<1	<1
Grade 1	4	3	3	4	3	4	1	<1	1
2	5	5	6	4	2	4	1	<1	1
3	15	13	11	10	7	8	3	3	4
4	18	26	17	20	22	17	7	6	8
5	8	12	11	20	31	23	14	12	12
6	<1	<1	<1	2	3	3	21	28	16
7	<1	<1	<1	<1	<1	<1	24	29	21
8	<1	0	0	0	0	0	<1	1	1
Don't Recall	21	15	19	22	17	20	22	16	22
Not Taught	28	25	31	17	15	20	7	5	13

TABLE 4.9

ELEMENTARY QUESTIONNAIRE:

DO YOU THINK THAT THE INFORMATION YOU WERE TAUGHT IN CLASS ABOUT ALCOHOL, DRUGS, OR TOBACCO WAS USEFUL TO YOU?

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=853)	Drugs (n=856)	Tobacco (n=844)	Alcohol (n=973)	Drugs (n=969)	Tobacco (n=965)	Alcohol (n=1121)	Drugs (n=1124)	Tobacco (n=1118)
	%	%	%	%	%	%	%	%	%
Yes	57	62	54	69	73	64	76	82	66
No	10	9	11	10	8	11	16	12	17
Not Taught	33	29	35	21	19	25	8	6	17

TABLE 4.10

ELEMENTARY QUESTIONNAIRE:

DO YOU THINK THE SCHOOL SHOULD PROVIDE MORE INFORMATION ABOUT ALCOHOL, DRUGS, AND TOBACCO?

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=874)	Drugs (n=855)	Tobacco (n=850)	Alcohol (n=991)	Drugs (n=992)	Tobacco (n=980)	Alcohol (n=1129)	Drugs (n=1130)	Tobacco (n=1118)
	%	%	%	%	%	%	%	%	%
Yes	72	78	67	77	83	72	65	76	60
No	8	7	9	8	6	10	16	11	19
Not Sure	20	15	24	15	11	18	19	13	21

TABLE 4.11

ELEMENTARY QUESTIONNAIRE:

WHAT DO YOU THINK WOULD BE THE BEST WAY TO TEACH STUDENTS ABOUT ALCOHOL, DRUGS, AND TOBACCO? (CHECK ONE IN EACH COLUMN)

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=735)	Drugs (n=710)	Tobacco (n=712)	Alcohol (n=846)	Drugs (n=794)	Tobacco (n=849)	Alcohol (n=831)	Drugs (n=759)	Tobacco (n=883)
	%	%	%	%	%	%	%	%	%
Guest Speaker	43	47	40	42	45	35	27	28	26
Media	16	15	17	16	11	18	23	12	20
Books	7	6	10	6	4	9	5	3	12
Discussions	17	13	15	16	12	15	16	11	19
Talking to Former Users	13	16	14	17	25	17	28	45	22
Other	4	3	4	3	3	6	1	1	1

TABLE 4.12

ELEMENTARY QUESTIONNAIRE:

IN WHAT GRADE DO YOU THINK ALCOHOL, DRUG, AND TOBACCO PROGRAMS SHOULD BE STARTED?

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=873)	Drugs (n=867)	Tobacco (n=865)	Alcohol (n=991)	Drugs (n=991)	Tobacco (n=986)	Alcohol (n=1125)	Drugs (n=1123)	Tobacco (n=1120)
	%	%	%	%	%	%	%	%	%
Kindergarten	1	2	2	2	2	2	<1	<1	<1
Grade 1	8	9	7	6	7	5	3	3	3
2	9	8	9	7	6	7	2	2	2
3	16	15	16	17	15	16	6	5	5
4	15	16	15	22	21	20	12	12	13
5	17	19	17	17	17	17	25	22	23
6	10	7	8	11	14	13	28	29	26
7	3	5	6	5	6	6	11	12	11
8	3	4	3	2	3	2	4	5	3
9	2	2	1	2	1	<1	2	2	2
10	1	<1	1	<1	1	<1	<1	<1	<1
11	<1	<1	<1	<1	<1	<1	<1	<1	<1
12	<1	<1	<1	<1	<1	<1	<1	0	0
13	1	<1	<1	0	<1	<1	<1	0	0
Don't Know	13	12	15	8	6	10	8	7	11

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TABLE 4.13

ELEMENTARY QUESTIONNAIRE:

DURING THE PAST YEAR HAVE YOU USED ALCOHOL, DRUGS, OR TOBACCO MORE THAN ONCE?

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=872)	Drugs (n=845)	Tobacco (n=845)	Alcohol (n=989)	Drugs (n=970)	Tobacco (n=978)	Alcohol (n=1126)	Drugs (n=1107)	Tobacco (n=1118)
	%	%	%	%	%	%	%	%	%
Yes	30	5	5	34	2	10	36	6	21
No	70	95	95	66	98	90	64	94	79

TABLE 4.14

ELEMENTARY QUESTIONNAIRE:

DURING THE PAST YEAR HAVE YOU USED ALCOHOL, DRUGS, OR TOBACCO MORE THAN ONCE?

IF YES, WHAT WAS THE MAIN REASON YOU USED ALCOHOL, DRUGS, OR TOBACCO?
(CHECK ONE REASON FOR EACH COLUMN)

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=253)	Drugs (n=44)	Tobacco (n=48)	Alcohol (n=313)	Drugs (n=30)	Tobacco (n=97)	Alcohol n=367)	Drugs (n=59)	Tobacco (n=196)
	%	%	%	%	%	%	%	%	%
Curiosity	21	14	28	25	20	37	29	34	46
My Friends Do	4	14	23	3	23	31	10	34	25
My Parents Do	25	16	23	16	7	8	4	0	3
I Like It	17	2	10	15	7	6	24	8	10
Helps Me Relax	3	2	6	<1	10	1	3	7	10
Other	30	52	10	40	33	17	30	17	6

TABLE 4.15

ELEMENTARY QUESTIONNAIRE:

DURING THE PAST YEAR HAVE YOU USED ALCOHOL, DRUGS, OR TOBACCO MORE THAN ONCE?

IF YES, WHERE DID YOU USUALLY USE ALCOHOL,DRUGS, OR TOBACCO?
(CHECK ONE FOR EACH COLUMN)

	Grade 5			Grade 6			Grade 8		
	Alcohol (n=255)	Drugs (n=50)	Tobacco (n=38)	Alcohol (n=307)	Drugs (n=22)	Tobacco (n=91)	Alcohol (n=339)	Drugs (n=58)	Tobacco (n=177)
	%	%	%	%	%	%	%	%	%
At Home	75	70	32	66	27	24	47	15	17
At School	<1	2	5	2	5	8	1	5	7
At a Party/Dance	9	10	8	12	18	10	24	33	14
At a Friend's Home	3	2	5	4	14	15	13	19	21
At a Sports Event	1	4	5	<1	0	3	<1	0	2
At a Mall	<1	4	16	2	14	11	1	3	10
Camping	2	4	3	2	5	2	2	0	4
Other	9	4	26	11	17	27	9	25	25

TABLE 4.16

ELEMENTARY QUESTIONNAIRE:

WHAT IS THE LEGAL AGE TO:

	Grade 5			Grade 6			Grade 8		
	Smoke Cigarettes (n=886)	Drink Alcohol (n=884)	Smoke Marijuana (n=883)	Smoke Cigarettes (n=1004)	Drink Alcohol (n=1004)	Smoke Marijuana (n=1003)	Smoke Cigarettes (n=1125)	Drink Alcohol (n=1128)	Smoke Marijuana (n=1131)
	%	%	%	%	%	%	%	%	%
16 years old	16	5	3	19	4	2	29	3	<1
17	3	2	<1	3	<1	<1	3	<1	<1
18	15	21	3	17	25	3	17	33	2
19	7	13	2	5	13	1	1	21	<1
20	6	6	5	4	6	3	2	3	<1
21	8	19	10	5	23	6	2	27	3
Never	19	14	53	16	11	64	11	3	74
Don't Know	26	20	24	31	17	21	35	10	20

WHAT SHOULD BE THE LEGAL AGE TO:

	Grade 5			Grade 6			Grade 8		
	Smoke Cigarettes (n=882)	Drink Alcohol (n=879)	Smoke Marijuana (n=878)	Smoke Cigarettes (n=999)	Drink Alcohol (n=999)	Smoke Marijuana (n=999)	Smoke Cigarettes (n=1120)	Drink Alcohol (n=1124)	Smoke Marijuana (n=1124)
	%	%	%	%	%	%	%	%	%
16 years old	6	4	2	9	4	2	19	8	3
17	2	1	<1	3	2	<1	4	3	<1
18	10	8	<1	8	8	<1	12	17	1
19	6	8	2	6	6	1	5	8	1
20	10	10	3	8	12	2	7	10	2
21	17	30	13	18	33	10	13	36	6
Never	43	31	71	41	30	78	31	14	81
Don't Know	6	8	9	7	5	7	9	4	6

5.0 THE SECONDARY AND VOCATIONAL STUDENT SURVEY

5.1 Student Profile

Table 5.1 presents a profile of the 1549 composite secondary and 305 vocational students who responded to the survey. Respondents' ages ranged from 14 to 19 and over; the average age was 17 years. There were more males than females in the two samples (54% and 46%, respectively, in the composite secondary sample; 61% and 39%, repectively, in the vocational sample). The number of credits earned ranged from 10 to 38, with a mean of 21 for the composite secondary students, and 10 to 28, with a mean of 19 for the vocational students. Very few students attending composite secondary schools were enrolled in either basic or general level courses. Conversely, the majority of students attending vocational schools were assigned to basic or general level courses. Only 1% of the students reported that they were receiving failing grades. Over half of the students reported that they had a part-time job in order to earn some spending money. The total amount of spending money per week available to these students ranged from $1.00 to over $100.00. The composite secondary students earned an average of $39.65 per week, while the vocational students earned $46.09 per week. More than half of the vocational students did not participate in any extra-curricular activities, compared to 29% of the composite secondary students. The type of extracurricular activity identified by most students was interschool sports. The majority of students from both types of schools indicated that secondary school graduation was the minimum level of their educational aspirations.

Fifty-eight percent of the composite secondary students stated that they expected to graduate from a university. Seventy-three percent of the vocational students reported that they aspired to graduate from either secondary school or a community college. When asked if they took part in school events such as dances, etc., 70% of composite secondary students and 63% of vocational students reported that they participated "occasionally", "often", or "always".

5.2 Information About Alcohol, Drugs, and Tobacco

This section contained a series of questions asking students about their sources of information on alcohol, drugs, and tobacco. As well, students were asked to identify what grade they first learned about these three topics. Students also rated the utility of the information obtained at school and indicated whether schools should provide more information to students. Next, students were requested to select by what method and at what grade they felt alcohol, drugs, and tobacco education should be introduced. This was followed by two open-ended questions: the first asked students to list any topics that should be included in alcohol, drug, and tobacco education, and the second asked them to identify the negative effects of these three substances.

Table 5.2 summarizes the percentages for sources of information about alcohol, drugs, and tobacco. Friends and parents were the two groups from which students reportedly obtained most of their information. It appears that both the composite secondary and vocational students garner

their information from a number of sources. The vocational students identified the "other" category as the major source of their information about alcohol, drugs, and tobacco. In this category, they specified such information sources as brothers, sisters, grandfathers, cousins, workers, parties, etc.

The grade levels at which students first learned about alcohol, drugs, and tobacco are given in Table 5.3. A sizeable number of students could not recall when they first learned about these topics. Approximately one-in-five vocational students reported that they had not been taught about alcohol, drugs or tobacco. For both composite secondary and vocational students who indicated a grade level, grades 7, 8, and 9 were the three grades identified most often. Very few students reported learning about alcohol, drugs, or tobacco in either the primary or senior divisions.

A majority of the students (56% to 67%) felt that the information on alcohol, drugs, and tobacco provided by the school was useful (Table 5.4). Similarly, most students (58% to 82%) believed that the schools should provide more information on the three topics (Table 5.5).

Table 5.6 summarizes the students' perceptions of the best way to teach students about alcohol, drugs, and tobacco. Both groups of students identified guest speakers as the most effective way of teaching these topics, followed by media and discussion. Books and pamphlets were seen as somewhat less appropriate for teaching about smoking.

After identifying the best way to teach about alcohol, drugs, and tobacco, students were asked to identify the grades in which these programs should be introduced. The results are presented in Table 5.7. The students identified grades 6 through 9 as the most appropriate grades to introduce these topics. There was some support for grade 5, but the remaining grades (K-4 and 10-13) received little support.

Table 5.8 summarizes the open-ended question regarding which additional topics regarding alcohol, drugs or tobacco students thought should be taught in school. Although the composite secondary students offered more comments than their vocational counterparts, their comments and priorities were quite similar. For example, the area mentioned most frequently by both groups involved the effects of alcohol, drugs, and tobacco on the physiology of the body.

Students' views on the negative effects of alcohol, drugs, and tobacco are presented in Table 5.9. The top three negative effects for alcohol were general physical health, addiction, and driving accidents. For drugs, the students mentioned the negative effects on the central nervous system, addiction, and personality changes. In the case of tobacco, an overwhelming number of students identified diseases such as cancer; they also mentioned addiction, and effects on general physical condition, such as bad breath.

5.3 Alcohol, Drugs, and Tobacco Usage

Table 5.10 presents information on whether students used alcohol, drugs, or tobacco more than once during the past year. Seventy-five percent of the composite secondary students had consumed alcohol, while 61% of the vocational students indicated that they had had more than one drink during the past year. Three out of four composite secondary students, and two out of three vocational students reported using no drugs during the past year. Sixty-two percent of the composite secondary students and 50% of the vocational students indicated that they did not use tobacco during the past year.

Students who responded affirmatively to using alcohol, drugs, or tobacco more than once during the past year were asked the main reason for using these substances. Table 5.11 summarizes the reasons. Approximately one-half of the two student groups stated that they drank alcohol because they liked it. Similarly, one-in-three who used drugs listed as the reason, " I like it". Curiosity was cited as a major reason for using drugs by 32% of the composite students and 20% of the vocational students. With regard to smoking, the major reason for using cigarettes was, "I like it".

Students who reported not using alcohol, drugs, or tobacco were asked why they thought other students used those substances. Table 5.12 presents the results for this question. It is interesting that both groups of students identified peer pressure as the main reason why other students used alcohol, drugs, or tobacco.

Table 5.13 summarizes the places where the secondary respondents reported using alcohol, drugs or tobacco. Parties and dances were the places cited most often by the composite secondary students, while more of the vocational students listed their homes as the place where they consumed alcohol, used drugs, or smoked cigarettes. A sizeable proportion of vocational students also used alcohol (30%) and drugs (31%) at parties and dances.

5.4 Legal Age for Smoking and Drinking

Table 5.14 summarizes the students' perceptions of the legal ages for smoking cigarettes, drinking alcohol, and smoking marijuana. Most students were aware of the legal age to smoke cigarettes and drink alcohol. A substantial number of vocational (19%) and composite secondary students (26%) selected the "don't know" category for smoking; 24% of the vocational students also indicated "don't know" regarding the legal age to smoke marijuana.

In terms of what should be the legal age to smoke cigarettes, 40% of the composite secondary students and 47% of vocational students felt that 16 should be the legal age. Twenty-four percent of composite secondary students and 15% of vocational students felt that smoking should never be permitted. With regard to consuming alcohol, 56% of the composite secondary students identified age 18 or 19 as the appropriate legal age for drinking alcohol. Only 42% of the vocational students agreed with this statement, while 27% of this group felt that 21 should be the legal age for drinking alcohol. Three out of four of the composite secondary students indicated that smoking marijuana should never be legalized, compared to 51% of the vocational students.

TABLE 5.1

SECONDARY QUESTIONNAIRE:

PROFILE OF THE SECONDARY SAMPLE

	SECONDARY		VOCATIONAL	
	n	%	n	%
AGE				
14 year olds	5	<1	0	0
15	109	7	14	5
16	554	36	110	38
17	351	23	104	36
18	421	27	45	16
19+	102	7	15	5
Mean	17		17	
S.D.	1.2		1.1	
GENDER				
Male	823	54	177	61
Female	704	46	112	39
CREDITS				
Range	10-32		10-28	
Mean	21		19	
S.D.	6.7		4	
LEVEL OF COURSES				
Basic	19	1	185	65
General	227	15	84	30
Advanced	1228	84	16	5
OVERALL MARKS				
80 - 100%	351	23	81	29
67 - 79%	781	51	124	43
60 - 66%	288	19	51	18
51 - 59%	106	7	24	9
50% or below	8	<1	4	1
SOURCE OF SPENDING MONEY				
Part-time job	1057	69	164	56
Allowance	287	19	67	23
Other	185	12	62	21

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Continued...

TABLE 5.1 ...continued

SECONDARY QUESTIONNAIRE:

PROFILE OF THE SECONDARY SAMPLE

	SECONDARY		VOCATIONAL	
	n	%	n	%
SPENDING MONEY PER WEEK				
Range	$1 - 100.00+		$2 - 100.00+	
Mean	$39.65		$46.09	
Median	$30.00		$30.00	
Mode	$20.00		$100.00	
EXTRACURRICULAR ACTIVITIES				
None	438	29	151	51
1	358	23	54	18
2	307	20	35	12
3	198	13	25	9
4+	228	15	28	10
TYPE OF EXTRACURRICULAR ACTIVITY				
Interschool sports	567		77	
Intra-mural sports	250		20	
Drama/musical	140		7	
Music/bands	267		29	
Student Council	93		6	
Yearbook	74		8	
Clubs	320		5	
Other	189		12	
EDUCATIONAL ASPIRATIONS				
Less than highschool	15	1	17	6
Graduate from high school but not more	56	4	105	37
Graduate technical/ business school	37	2	40	11
Graduate comm. college	275	18	103	36
Graduate university	884	58	13	5
Attend graduate school after university	262	17	7	3
PARTICIPATION OF SCHOOL EVENTS				
Always	410	27	76	26
Often	252	16	61	21
Occasionally	412	27	47	16
Almost Never	455	30	106	37

TABLE 5.2

SECONDARY QUESTIONNAIRE:

HOW MUCH INFORMATION DO YOU GET ABOUT ALCOHOL, DRUGS, AND TOBACCO FROM EACH OF THE FOLLOWING SOURCES

	SECONDARY			VOCATIONAL		
	Alcohol (n=1288)	Drugs (n=1200)	Tobacco (n=1160)	Alcohol (n=261)	Drugs (n=261)	Tobacco (n=256)
	%	%	%	%	%	%
Friends	15	15	15	12	13	13
Parents	15	15	15	12	12	10
Teacher/Counsellor	13	13	13	10	10	9
Health Class	12	12	11	9	9	8
Media (T.V.,Radio)	11	12	12	9	9	7
Organization	11	11	12	9	9	8
Family Doctor	11	11	11	9	9	7
Other	11	11	11	30	29	38

TABLE 5.3

SECONDARY QUESTIONNAIRE:

IN WHAT GRADE, IF ANY, DID YOU FIRST LEARN ABOUT ALCOHOL, DRUGS, OR TOBACCO FROM YOUR TEACHER

	SECONDARY			VOCATIONAL		
	Alcohol (n=1529)	Drugs (n=1522)	Tobacco (n=1523)	Alcohol (n=261)	Drugs (n=261)	Tobacco (n=256)
	%	%	%	%	%	%
GRADE						
Kindergarten	<1	<1	0	0	0	0
1	<1	0	<1	0	0	0
2	0	<1	<1	0	0	1
3	<1	1	1	1	1	1
4	1	1	3	2	2	4
5	3	2	6	7	6	7
6	9	8	14	9	8	10
7	17	16	16	17	15	14
8	13	14	11	13	12	9
9	13	17	9	18	23	15
10	5	5	3	6	10	6
11	2	2	1	1	2	4
12	<1	<1	<1	1	1	2
13	<1	<1	<1	0	0	0
Don't Recall	28	24	25	20	17	18
Not Taught	9	9	10	5	4	9

TABLE 5.4

SECONDARY QUESTIONNAIRE:

DO YOU FEEL THAT THE INFORMATION YOU WERE TAUGHT IN CLASS ABOUT ALCOHOL, DRUGS, OR TOBACCO WAS USEFUL TO YOU?

	SECONDARY			VOCATIONAL		
	Alcohol (n=1510)	Drugs (n=1509)	Tobacco (n=1511)	Alcohol (n=274)	Drugs (n=273)	Tobacco (n=269)
	%	%	%	%	%	%
Yes	60	67	63	56	59	57
No	28	21	24	35	33	32
Not Taught	12	12	13	9	8	11

TABLE 5.5

SECONDARY QUESTIONNAIRE:

SHOULD SCHOOLS PROVIDE MORE INFORMATION ABOUT ALCOHOL, DRUGS OR TOBACCO?

	SECONDARY			VOCATIONAL		
	Alcohol (n=1532)	Drugs (n=1534)	Tobacco (n=1529)	Alcohol (n=282)	Drugs (n=277)	Tobacco (n=266)
	%	%	%	%	%	%
Yes	72	82	65	59	66	58
No	14	8	20	21	17	23
Not Sure	14	10	15	20	17	19

TABLE 5.6

SECONDARY QUESTIONNAIRE:

WHAT DO YOU FEEL WOULD BE THE BEST WAY TO TEACH STUDENTS ABOUT ALCOHOL, DRUGS AND TOBACCO?

	SECONDARY			VOCATIONAL		
	Alcohol (n=1294)	Drugs (n=1228)	Tobacco (n=1287)	Alcohol (n=235)	Drugs (n=232)	Tobacco (n=212)
	%	%	%	%	%	%
Guest Speakers	33	43	23	45	50	38
Media (video, film)	30	25	33	31	27	27
Books, Pamphlets	4	2	13	6	5	13
Discussions	29	26	28	16	15	20
Other	4	4	3	2	3	2

TABLE 5.7

SECONDARY QUESTIONNAIRE:

IN WHAT GRADE DO YOU FEEL THAT ALCOHOL, DRUGS, AND TOBACCO PROGRAMS SHOULD ABE INTRODUCED?

	SECONDARY			VOCATIONAL		
	Alcohol (n=1525)	Drugs (n=1525)	Tobacco (n=1520)	Alcohol (n=281)	Drugs (n=279)	Tobacco (n=277)
	%	%	%	%	%	%
Kindergarten	<1	<1	0	0	0	0
Grade 1	2	2	2	3	3	3
2	<1	1	1	2	1	1
3	2	2	3	4	3	5
4	4	3	6	5	5	3
5	9	10	13	9	11	11
6	24	25	30	18	20	22
7	22	21	20	20	18	19
8	16	17	10	12	12	12
9	16	17	12	19	16	16
10	3	3	1	4	5	2
11	<1	<1	<1	1	3	4
12	<1	<1	<1	3	3	3
13	<1	<1	<1	0	0	0

TABLE 5.8

STUDENT QUESTIONNAIRE - SECONDARY:

TOPICS RELATING TO ALCOHOL, DRUGS, OR TOBACCO
THAT SHOULD BE TAUGHT IN SCHOOL

	SECONDARY		VOCATIONAL	
	n	%	n	%
. Effects on health, physiology reflexes, mood, etc.; long and short term effects on these areas; damage these substances can cause; addiction; etc.	859	54	48	44
. Reasons for use; reasons for abuse.	94	6	4	4
. Prevention of onset of use.	41	3	13	11
. Intervention, such medical, social, legal, school policies, no smoking policy, etc.	56	4	1	1
. Current status of drug issues; current statistics; info about drugs, tobacco, alcohol.	105	7	8	7
. How to say "No", resist peer pressure to use these substances.	76	5	3	3
. More emphasis on these topics in general; guest speakers.	86	5	22	20
. Should not be taught	10	<1	1	1

Continued...

TABLE 5.8 ...continued

STUDENT QUESTIONNAIRE - SECONDARY:

TOPICS RELATING TO ALCOHOL, DRUGS, OR TOBACCO
THAT SHOULD BE TAUGHT IN SCHOOL

	SECONDARY		VOCATIONAL	
	n	%	n	%
. Don't Know	29	2	4	4
. Drug Rehabilitation Courses	16	1	2	2
. Non-Comment (Did Not Answer Question Appropriately)	50	3	2	2
. Drinking and Driving.	102	6	1	1
. Social Outcomes - Police record.	68	4	0	0
. Total Comments	1592	100	120	100

TABLE 5.9

SECONDARY QUESTIONNAIRE:

SUMMARY OF STUDENTS COMMENTS RE:
NEGATIVE EFFECTS OF ALCOHOL, DRUGS, TOBACCO

	SECONDARY			VOCATIONAL		
	Alcohol (n=1665)	Drugs (n=1713)	Tobacco (n=1655)	Alcohol (n=32)	Drugs (n=48)	Tobacc (n=22)
	n	n	n	n	n	n
. Causes specific disease such as cancer, liver. liver damage,etc.	177	128	855	30	15	85
. Impairs central nervous system, memory loss, poor judgement	158	443	20	15	56	4
. Become addicted	276	402	193	10	15	9
. Overdose/death/ suicide	55	155	64	11	26	9
. Drunkenness	53	4	0	12	1	0
. Reference to personality change, mood changes, depression	182	174	17	28	40	6
. Driving accidents	218	14	23	19	0	0
. Effects on general physical health, bad breath, hangovers	336	132	289	40	11	17
. Birth defects	2	6	4	1	0	0

Continued...

TABLE 5.9 ...continued

SECONDARY QUESTIONNAIRE:

NEGATIVE EFFECTS OF ALCOHOL, DRUGS, TOBACCO

	SECONDARY			VOCATIONAL		
	Alcohol (n=1665)	Drugs (n=1713)	Tobacco (n=1655)	Alcohol (n=32)	Drugs (n=48)	Tobacc (n=22)
	n	n	n	n	n	n
. Waste of money, too expensive	43	54	47	0	4	2
. Unattractive appearance	12	3	53	0	0	1
. Burnout	1	32	0	0	2	0
. Non-comment, not appropriate answer	30	37	31	0	0	0
. Loss of family and friends	29	18	7	1	1	1
. No negative Effects	27	10	14	0	0	0
. School pressures	4	7	1	1	1	0
. Causes crimes, i.e, vandalism	22	14	1	0	0	0
. Long-term social effects,i.e., being arrested, loss of job	30	53	13	0	0	0
. All effects are negative	8	16	12	0	0	0
. Don't Know	2	11	11	0	0	0

TABLE 5.10

SECONDARY QUESTIONNAIRE:

DURING THE PAST YEAR, HAVE YOU USED
ALCOHOL, DRUGS, OR TOBACCO MORE THAN ONCE?

	SECONDARY			VOCATIONAL		
	Alcohol (n=1538)	Drugs (n=1509)	Tobacco (n=1516)	Alcohol (n=284)	Drugs (n=255)	Tobacco (n=269)
	%	%	%	%	%	%
Yes	75	26	38	61	34	50
No	25	74	62	39	66	50

TABLE 5.11

SECONDARY QUESTIONNAIRE:

DURING THE PAST YEAR, HAVE YOU USED ALCOHOL, DRUGS OR TOBACCO MORE THAN ONCE?

IF YES, WHAT WAS THE MAIN REASON YOU USED ALCOHOL, DRUGS OR TOBACCO? (CHECK ONE REASON IN EACH COLUMN)

	SECONDARY			VOCATIONAL		
	Alcohol (n=1037)	Drugs (n=395)	Tobacco (n=534)	Alcohol (n=164)	Drugs (n=93)	Tobacco (n=128)
	%	%	%	%	%	%
Curiosity	11	32	19	18	20	16
Peer Pressure	12	11	14	13	22	17
Parents Do	2	1	1	4	1	7
I Like It	54	34	28	48	31	39
Helps Me Relax	6	8	21	6	15	13
Other	15	14	17	11	11	8

TABLE 5.12

SECONDARY QUESTIONNAIRE:

DURING THE PAST YEAR, HAVE YOU USED ALCOHOL, DRUGS OR TOBACCO MORE THAN ONCE?

IF NO, WHAT DO YOU THINK IS THE MAIN REASON OTHER STUDENTS USE ALCOHOL, DRUGS, OR TOBACCO?

	SECONDARY			VOCATIONAL		
	Alcohol (n=662)	Drugs (n=896)	Tobacco (n=854)	Alcohol (n=186)	Drugs (n=178)	Tobacco (n=169)
	%	%	%	%	%	%
Curiosity	6	18	6	19	31	16
Peer Pressure	63	60	62	49	49	53
Their Friends Do	6	1	7	9	1	12
They Like It	19	11	14	16	10	12
Helps Them Relax	4	6	8	5	7	5
Other	2	4	3	2	2	2

TABLE 5.13

SECONDARY QUESTIONNAIRE:

DURING THE PAST YEAR, HAVE YOU USED ALCOHOL, DRUGS, OR TOBACCO MORE THAN ONCE?

IF YES, WHERE DID YOU USUALLY USE ALCOHOL, DRUGS, OR TOBACCO. (CHECK ONE IN EACH COLUMN)

	SECONDARY			VOCATIONAL		
	Alcohol (n=865)	Drugs (n=348)	Tobacco (n=431)	Alcohol (n=168)	Drugs (n=88)	Tobacco (n=121)
	%	%	%	%	%	%
At Home	16	4	13	45	31	51
At School	<1	5	12	2	9	20
At a Party/Dance	46	41	29	39	31	10
At a Friend's Home	14	20	8	5	11	2
At a Sports Event	<1	2	1	0	0	2
At a Mall	<1	2	3	<1	3	2
At a Bar	13	1	4	5	1	1
Camping	3	5	2	2	6	0
Other	6	20	28	2	8	12

TABLE 5.14

SECONDARY QUESTIONNAIRE:

WHAT IS THE LEGAL AGE TO:

	SECONDARY			VOCATIONAL		
	Smoke (n=1505)	Drink (n=1521)	Smoke Marijuana (n=1498)	Smoke (n=291)	Drink (n=294)	Smoke Marijuana (n=284)
	%	%	%	%	%	%
AGE						
16	60	<1	1	64	4	11
17	<1	<1	<1	1	<1	1
18	5	7	<1	3	8	<1
19	1	82	<1	1	62	1
20	<1	<1	<1	1	2	1
21	<1	7	<1	1	16	2
Never	6	1	87	10	4	59
Don't Know	26	2	10	19	4	24

WHAT SHOULD BE THE LEGAL AGE TO:

	SECONDARY			VOCATIONAL		
	Smoke (n=1470)	Drink (n=1505)	Smoke Marijuana (n=1502)	Smoke (n=285)	Drink (n=290)	Smoke Marijuana (n=302)
	%	%	%	%	%	%
AGE						
16	40	10	5	47	16	16
17	2	3	<1	2	5	2
18	12	24	3	10	12	2
19	3	32	2	4	20	2
20	2	3	1	2	7	3
21	4	18	6	8	27	10
Never	24	6	74	15	8	51
Don't Know	13	4	8	12	5	14

APPENDIX A

PEEL BOARD OF EDUCATION

ELEMENTARY SCHOOL QUESTIONNAIRE

Students,

- Attached you will find a questionnaire asking you about yourself and your knowledge of Alcohol, Drugs, and Tobacco.
- Do NOT put your name on the questionnaire. All individual answers will be kept strictly secret and will only be reported as group information. Your teachers, principal and parents will NOT see your answers.
- Please be sure to answer each question carefully and honestly. Your responses along with those of other students will be summarized and presented to the Peel Board of Education.
- Please be assured that the results of this survey will play an important role in your future Drug, Alcohol, and Tobacco education.
- Copies of the report will be sent to your school so that you will be able to read the results.
- Thank you very much for spending the time to complete the survey.

Drug and Alcohol Committee

Dr. Kristian J. Kirkwood,
Chief Research Officer

FOR ALL QUESTIONS,
CIRCLE THE CORRECT LETTER, FILL IN THE BLANK,
OR FOLLOW THE DIRECTIONS GIVEN.

SECTION A

1. **What is your age?** I am _____ years old.

2. **What grade are you in?** I am in grade _____.

3. **Are you: (Circle one)**

   a) a boy?

   b) a girl?

4. **How well have you been doing at school?** My marks have been: (Circle one)

   a) Excellent

   b) Good

   c) Average

   d) Poor

   e) Failing

5. **Approximately how much money per week (earned or allowance) do you have for spending?**

   $ _____ per week.

6. **In general, how often do you attend school dances, school concerts, etc.? (Circle one)**

a) almost always
b) often
c) occasionally
d) almost never

7. **Do you participate in any activities after school (sports, music, dancing, etc.)?**

a) Yes
b) No

If <u>YES</u>, please list the activities.
(please specify)

_____

_____

_____

SECTION B

The following questions are about Alcohol, Drugs, and Tobacco. To answer, circle the letter, fill in the blank, or follow the specific directions given.

8

	Where do you get your information about ALCOHOL? Check as many as needed.	Of those you checked, which ONE gives you information about ALCOHOL that you believe the most? Check that one.
Friends	_____	_____
Parents	_____	_____
Teachers Counsellors	_____	_____
Health Class	_____	_____
Media (TV, radio, etc.)	_____	_____
Organization (Cancer Society, Lung Association, etc.)	_____	_____
Family doctor	_____	_____
Family dentist	_____	_____
Church	_____	_____
Drug store Pharmacist	_____	_____

9.

	Where do you get your information about DRUGS? Check as many as needed.	Of those you checked, which ONE gives you information about DRUGS that you believe the most? Check that one.
Friends	_____	_____
Parents	_____	_____
Teachers/Counsellors	_____	_____
Health Class	_____	_____
Media (TV, radio, etc.)	_____	_____
Organization (Cancer Society, Lung Association, etc.)	_____	_____
Family Doctor	_____	_____
Family Dentist	_____	_____
Church	_____	_____
Drug store/Pharmacist	_____	_____

	Where do you get your information about TOBACCO? Check as many as needed.	Of those you checked, which ONE gives you information about TOBACCO that you believe the most? Check that one.
Friends	_____	_____
Parents	_____	_____
Teachers Counsellors	_____	_____
Health Class	_____	_____
Media (TV, radio, etc.)	_____	_____
Organization (Cancer Society, Lung Association, etc.)	_____	_____
Family doctor	_____	_____
Family dentist	_____	_____
Church	_____	_____
Drug store Pharmacist	_____	_____

11. **In what grade, if any, did you first learn about Alcohol, Drugs, or Tobacco from your teachers?**

Alcohol ..... Grade? _____ Don't recall _____ Not taught _____

Drugs ..... Grade? _____ Don't recall _____ Not taught _____

Tobacco ..... Grade? _____ Don't recall _____ Not taught _____

12. **Do you think that the information you were taught in class about Alcohol, Drugs, or Tobacco was useful to you?**

Alcohol ..... a) Yes b) No c) Not taught

Drugs ..... a) Yes b) No c) Not taught

Tobacco ..... a) Yes b) No c) Not taught

13. **Do you think the school should provide more information about Alcohol, Drugs, or Tobacco?**

Alcohol ..... a) Yes b) No c) Not sure

Drugs ..... a) Yes b) No c) Not sure

Tobacco ..... a) Yes b) No c) Not sure

14 **What do you think would be the BEST way to teach students about Alcohol, Drugs, and Tobacco? Check ONE in each column.**

	Alcohol	Drugs	Tobacco
Guest speakers (doctors, police, athletes)	_____	_____	_____
Media (videos, films, slides)	_____	_____	_____
Books, pamphlets	_____	_____	_____
Discussions (students, teachers)	_____	_____	_____
Talking to former users	_____	_____	_____
Other, (please list)			
_____	_____	_____	_____
_____	_____	_____	_____

15 **In what grade do you think Alcohol, Drug, and Tobacco education programs should be started?**

Alcohol ..... Grade? _____ Don't Know _____

Drugs ..... Grade? _____ Don't Know _____

Tobacco ..... Grade? _____ Don't Know _____

16. **a) During the past year have you used Alcohol, Drugs, or Tobacco, more than once?**

Alcohol	a) Yes	b) No
Drugs	a) Yes	b) No
Tobacco	a) Yes	b) No

b) IF YES, what was the MAIN reason you used Alcohol,Drugs, or Tobacco? Check ONE reason in each column.

	Alcohol	Drugs	Tobacco
Curiosity?	_____	_____	_____
My friends do (peer pressure)	_____	_____	_____
My parents do	_____	_____	_____
I like it	_____	_____	_____
Helps me relax	_____	_____	_____
Other _____ (please specify)	_____	_____	_____

16. c) IF YES, where did you usually use Alcohol, Drugs, or Tobacco? Check ONE in each column.

	Alcohol	Drugs	Tobacco
At home	_____	_____	_____
At school	_____	_____	_____
At a party dance	_____	_____	_____
At a friend's home	_____	_____	_____
At a sports event	_____	_____	_____
At a mall	_____	_____	_____
Camping	_____	_____	_____
Other _____ (Please Specify)	_____	_____	_____

17 What IS the legal age to:

smoke cigarettes?	16	17	18	19	20	21	Never _____	Don't know _____
drink alcohol?	16	17	18	19	20	21	Never _____	Don't Know _____
smoke marijuana?	16	17	18	19	20	21	Never _____	Don't Know _____

18 What SHOULD be the legal age to:

smoke cigarettes?	16	17	18	19	20	21	Never _____	Don't Know _____
drink alcohol?	16	17	18	19	20	21	Never _____	Don't Know _____
smoke marijuana?	16	17	18	19	20	21	Never _____	Don't Know _____

THANK YOU

APPENDIX B

PEEL
BOARD OF
EDUCATION

SECONDARY SCHOOL QUESTIONNAIRE

Students.

- Attached you will find a questionnaire asking you about yourself and your knowledge of Alcohol, Drugs, and Tobacco.
- Do NOT put your name on the questionnaire. All individual answers will be kept strictly secret and will only be reported as group information. Your teachers, principal and parents will NOT see your answers.
- Please be sure to answer each question carefully and honestly. Your responses along with those of other students will be summarized and presented to the Peel Board of Education.
- Please be assured that the results of this survey will play an important role in your future Drug, Alcohol, and Tobacco education.
- Copies of the report will be sent to your school so that you will be able to read the results.
- Thank you very much for spending the time to complete the survey.

Drug and Alcohol Committee

Dr. Kristian J. Kirkwood,
Chief Research Officer

FOR ALL QUESTIONS,
CIRCLE THE CORRECT LETTER, FILL IN THE BLANK,
OR FOLLOW THE DIRECTIONS GIVEN.

BEST COPY AVAILABLE

SECTION A

1. **What is your age?** I am _____ years old.

2. **What is your gender?**

   a) Male b) Female

3. **How many credits do you have?** _____ credits as of June 30, 1986.

4. **Are the majority of your courses**

   a) Basic level?

   b) General level?

   c) Advanced level?

5. **What was your overall average mark last year at school?**

   a) 80 - 100%

   b) 67 - 79%

   c) 60 - 66%

   d) 51 - 59%

   e) 50% or below

6. **Where do you get most of your personal spending money?**

   a) part-time job

   b) allowance

   c) other (please specify) _____

7. **Approximately how much money per week do you have for spending?**
$ _____ per week.

8. **Last year, how many extra-curricular activities did you take part in?**

a) None

b) 1

c) 2

d) 3

e) 4 or more

If one or more activities, which one(s)?

a) inter-school sports
b) intra-mural sports (house league)
c) drama musicals
d) music bands
e) student council
f) year book
g) clubs
h) other _____
(please specify)

9. **What is the highest level of education you intend to complete?**

a) less than high school

b) graduate from high school but not to go beyond that

c) graduate from a technical or business school

d) graduate from community college

e) graduate from university

f) attend a graduate or professional school after university

10. **In general, how often do you attend school dances, school concerts, etc.?**

a) almost always
b) often
c) occasionally
d) almost never

SECTION B

This section contains a series of questions about Alcohol, Drugs, and Tobacco. Please read each question carefully, and circle the letter or fill in the blank, or follow the directions given.

11. **How much information do you get about Alcohol, Drugs, and Tobacco from each of the following sources?**

In the column marked "Alcohol", use a "1" to indicate where you get most of your information, a "2" to show the next most frequent source of information, and so on, until you have ranked all the choices.

Do the same for the column marked "Drugs", and then for the column marked "Tobacco".

	Alcohol	Drugs	Tobacco
Friends	_____	_____	_____
Parents	_____	_____	_____
Teachers Counsellors	_____	_____	_____
Health class	_____	_____	_____
Media (TV, radio, etc.)	_____	_____	_____
Organization (Cancer Society, Lung Association, etc.)	_____	_____	_____
Family doctor	_____	_____	_____
Other _____ (please specify)	_____	_____	_____

12 **In what grade, if any, did you first learn about Alcohol, Drugs or Tobacco from your teachers?**

Alcohol ..... Grade? _____ Don't recall _____ Not taught _____

Drugs ..... Grade? _____ Don't recall _____ Not taught _____

Tobacco ..... Grade? _____ Don't recall _____ Not taught _____

13 **Do you feel that the information you were taught in class about Alcohol, Drugs, or Tobacco was useful to you?**

Alcohol	a) Yes	b) No	c) Not taught
Drugs	a) Yes	b) No	c) Not taught
Tobacco	a) Yes	b) No	c) Not taught

14 **Should schools provide more information about Alcohol, Drugs, or Tobacco?**

Alcohol	a) Yes	b) No	c) Not sure
Drugs	a) Yes	b) No	c) Not sure
Tobacco	a) Yes	b) No	c) Not sure

15 **What do you feel would be the BEST way to teach students about Alcohol, Drugs, and Tobacco? Check ONE in each column.**

	Alcohol	Drugs	Tobacco
Guest speakers	_____	_____	_____
Media (videos, films, etc.)	_____	_____	_____
Books, pamphlets	_____	_____	_____
Discussions	_____	_____	_____
Other _____ (please specify)	_____	_____	_____

16 **In what grade do you feel that Alcohol, Drugs, and Tobacco programs should be introduced?**

Alcohol ..... grade? ____

Drugs ..... grade? ____

Tobacco ..... grade? ____

17. **Please list any topics regarding Alcohol, Drugs, or Tobacco that you think should be taught in school.**

_____

_____

_____

_____

18 **In your opinion, what are some of the <u>negative</u> effects of:**

Alcohol? _____

Drugs? _____

Tobacco? _____

19. **a) During the past year, have you used Alcohol, Drugs, or Tobacco more than once?**

Alcohol	a)	Yes	b)	No
Drugs	a)	Yes	b)	No
Tobacco	a)	Yes	b)	No

b) IF YES, what was the MAIN reason you used Alcohol, Drugs, or Tobacco? Check ONE reason in each column.

	Alcohol	Drugs	Tobacco
Curiosity	_____	_____	_____
My friends do (peer pressure)	_____	_____	_____
My parents do	_____	_____	_____
I like it	_____	_____	_____
Helps me relax	_____	_____	_____
Other _____ (please specify)	_____	_____	_____

c) **IF YES, where did you usually use Alcohol, Drugs, or Tobacco? Check ONE in each column.**

	Alcohol	Drugs	Tobacco
At home	_____	_____	_____
At school	_____	_____	_____
At a party dance	_____	_____	_____
At a friend's home	_____	_____	_____
At a sports event	_____	_____	_____
At a mall	_____	_____	_____
At a bar	_____	_____	_____
Camping	_____	_____	_____
Other _____ (please specify)	_____	_____	_____

d) **IF NO, what do you think is the MAIN reason other students use Alcohol, Drugs, or Tobacco? Check ONE in each column.**

	Alcohol	Drugs	Tobacco
Curiosity	_____	_____	_____
Their friends do (peer pressure)	_____	_____	_____
Their parents do	_____	_____	_____
They like it	_____	_____	_____
Helps them relax	_____	_____	_____
Other _____ (please specify)	_____	_____	_____

20. **What IS the legal age to:**

smoke cigarettes?	16	17	18	19	20	21	Never ___	Don't know ___
drink alcohol?	16	17	18	19	20	21	Never ___	Don't know ___
smoke marijuana?	16	17	18	19	20	21	Never ___	Don't know ___

21. **What SHOULD be the legal age to:**

smoke cigarettes?	16	17	18	19	20	21	Never ___	Don't know ___
drink alcohol?	16	17	18	19	20	21	Never ___	Don't know ___
smoke marijuana?	16	17	18	19	20	21	Never ___	Don't know ___

THANK YOU FOR YOUR HELP

APPENDIX C

PEEL
BOARD OF
EDUCATION

STAFF QUESTIONNAIRE

Dear Colleague:

Enclosed please find a brief questionnaire entitled "Alcohol, Drugs, and Tobacco Survey".

The Peel Board of Education has established a committee to review programs dealing with these topics. As part of this review, we are sampling the opinions of teachers, administrators, and other resource personnel. You have been selected to be part of our random sample. Please complete this questionnaire and return it in the attached self-addressed envelope.

Confidentiality and anonymity are guaranteed.

Thank you in advance for your cooperation.

Drug and Alcohol Committee

Kristian J. Kirkwood,
Chief Research Officer

FOR ALL QUESTIONS,
CIRCLE THE CORRECT LETTER, FILL IN THE BLANK,
OR FOLLOW THE DIRECTIONS GIVEN.

1. **Gender**

   a) Female

   b) Male

2. **a) Are you:**

   (a) Elementary panel

   (b) Secondary panel

b) If you are an elementary teacher, what is your major teaching assignment or grade? (e.g., P.E. - grades 7-8, or grade 4 - core) _____

c) If you are a secondary teacher, what is your major subject area? (e.g., Science, Math) _____

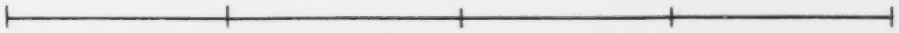
d) If you are not assigned to a regular class or subject area, what is your major responsibility? (e.g., Principal, Vice-Principal, Co-ordinator, SERT, etc.)

_____

3. **Should education programs dealing with Alcohol, Drugs, and Tobacco receive a different priority than they presently do in Peel?**

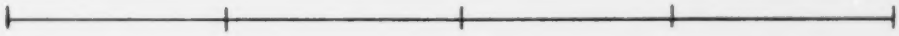
Alcohol:

Much Higher	Higher	Remain the same	Lower	Much Lower



Drugs:

Much Higher	Higher	Remain the same	Lower	Much Lower



Tobacco:

Much Higher	Higher	Remain the same	Lower	Much Lower

4. **a) Are you currently involved in teaching any aspect of the Alcohol, Drugs, or Tobacco programs?**

Alcohol ..... a) Yes b) No

Drugs ..... a) Yes b) No

Tobacco ..... a) Yes b) No

b) **<u>If Yes</u>, are you generally comfortable teaching these topics?**

Alcohol	a) Yes	b) No
Drugs	a) Yes	b) No
Tobacco	a) Yes	b) No

c) **Please comment on any changes you would like to see in teaching these topics:**

_____

_____

_____

d) **<u>If No</u>, do you think you would be more comfortable teaching these topics provided you received the appropriate in-service training?**

Alcohol	a) Yes	b) No
Drugs	a) Yes	b) No
Tobacco	a) Yes	b) No

5. **Are you in favor of devoting more professional development time to Alcohol, Drugs, and Tobacco education?**

Alcohol	a) Yes	b) No
Drugs	a) Yes	b) No
Tobacco	a) Yes	b) No

6. **Based on your experience, in what grade do you feel that Alcohol, Drugs, and Tobacco education should be introduced?**

Alcohol ..... grade?_____

Drugs ..... grade?_____

Tobacco ..... grade?_____

7. **Who do you feel should be given the major responsibility of teaching the Alcohol, Drugs, and Tobacco topics? Choose and rank 5 from the list below. Use "1" for the one you most favor as having the responsibility and so on.**

_____ Classroom Teacher/Homeroom Teacher
_____ Physical Education Teacher
_____ Guidance Counsellor
_____ Other subject specialist (biology, family studies, etc.)
_____ Principal
_____ Resource Teacher
_____ Itinerant Teacher
_____ Outside agency (police, health officials)
_____ Other (please specify) _____

8. **Do you think students should be allowed to smoke on school property?**

a) Yes b) No

9. **If your school had a complete "No Smoking" policy for students, do you feel that there would be any difficulty in enforcing it?**

a) Yes b) No

10. **If yes, please indicate the possible difficulties you foresee:**

_____

_____

_____

_____

Thank you for your help

APPENDIX D

The Peel Board of Education

Mississauga, Ontario

October 1, 1986

MEMO: All Principals

SUBJECT: Drug and Alcohol Student Survey
Drug and Alcohol Staff Survey

Would you please remind your staff who have students participating in the Drug and Alcohol Study that all surveys must be returned to the Research Unit by 1986-10-08.

Similarly, all of the staff questionnaires should be forwarded directly to the Research Unit by 1986-10-08.

If you have any questions, please do not hesitate to call the Research Unit at 890-1099, ext. 2610.

Thank you for your cooperation.

C. W. Bridge,
Superintendent of Instruction

K. J. Kirkwood,
Chief Research Officer

The Peel Board of Education

Mississauga, Ontario

September 30, 1986

MEMO TO: Elementary Principals

FROM: Dr. K. J. Kirkwood
Chief Research Officer

SUBJECT: Drug and Alcohol Survey

As you are aware the Peel Board of Education has struck a sub-committee to examine some of the issues and concerns related to alcohol, drugs, and tobacco in Peel schools. Part of their mandate is to survey elementary pupils about their feelings and opinions about alcohol, drugs, and tobacco.

Your school has been randomly selected to participate in this survey. Our sampling frame calls for including all students enrolled in grade five in your school.

Please distribute the questionnaires and directions to the appropriate teachers. The time required to complete this questionnaire is approximately 15-20 minutes. The survey should be returned to the Research Unit by 1986-10-08.

If you have any questions, please do not hesitate to call the Research Unit at 890-1099, ext. 2610.

Thank you for your cooperation.

The Peel Board of Education

Mississauga, Ontario

September 30, 1986

MEMO TO: Elementary Principals

FROM: Dr. K. J. Kirkwood
Chief Research Officer

SUBJECT: Drug and Alcohol Survey

As you are aware the Peel Board of Education has struck a sub-committee to examine some of the issues and concerns related to alcohol, drugs, and tobacco in Peel schools. Part of their mandate is to survey elementary pupils about their feelings and opinions about alcohol, drugs, and tobacco.

Your school has been randomly selected to participate in this survey. Our sampling frame calls for including all students enrolled in grade six in your school.

Please distribute the questionnaires and directions to the appropriate teachers. The time required to complete this questionnaire is approximately 15-20 minutes. The survey should be returned to the Research Unit by 1986-10-08.

If you have any questions, please do not hesitate to call the Research Unit at 890-1099, ext. 2610.

Thank you for your cooperation.

The Peel Board of Education

Mississauga, Ontario

September 30, 1986

MEMO TO: Elementary Principals

FROM: Dr. K. J. Kirkwood
Chief Research Officer

SUBJECT: Drug and Alcohol Survey

As you are aware the Peel Board of Education has struck a sub-committee to examine some of the issues and concerns related to alcohol, drugs, and tobacco in Peel schools. Part of their mandate is to survey elementary pupils about their feelings and opinions about alcohol, drugs, and tobacco.

Your school has been randomly selected to participate in this survey. Our sampling frame calls for including all students enrolled in grade eight in your school.

Please distribute the questionnaires and directions to the appropriate teachers. The time required to complete this questionnaire is approximately 15-20 minutes. The survey should be returned to the Research Unit by 1986-10-08.

If you have any questions, please do not hesitate to call the Research Unit at 890-1099, ext. 2610.

Thank you for your cooperation.

The Peel Board of Education

Mississauga, Ontario

September 30, 1986

MEMO TO: Secondary Principals

FROM: Dr. K. J. Kirkwood,
Chief Research Officer

SUBJECT: Drug and Alcohol Survey

As you are aware, the Peel Board of Education has commissioned a subcommittee to examine some of the issues and concerns related to alcohol, drugs, and tobacco in Peel schools. Part of their mandate is to survey secondary pupils about their feelings and opinions on alcohol, drugs, and tobacco. Your school has been selected at random to participate in this study. We are interested in surveying grade 13 students who are enrolled in mathematics. Our sampling frame calls for surveying all grade 13 Relations and Functions classes in your school.

Please distribute the questionnaires and instructions to the appropriate teachers. The time required to complete this survey is approximately 15-20 minutes. The survey should be returned to the Research Unit by 1986-10-08.

Should you require more questionnaires than have been provided, or should you have any questions, please contact Julie Rogers-Shermet at the Research Unit, 890-1099, ext. 2614.

Thank you for your co-operation.

The Peel Board of Education

Mississauga, Ontario

September 30, 1986

MEMO TO: Secondary Principals

FROM: Dr. K. J. Kirkwood,
Chief Research Officer

SUBJECT: Drug and Alcohol Survey

As you are aware, the Peel Board of Education has commissioned a subcommittee to examine some of the issues and concerns related to alcohol, drugs, and tobacco in Peel schools. Part of their mandate is to survey secondary pupils about their feelings and opinions on alcohol, drugs, and tobacco. Your school has been selected at random to participate in this study. We are interested in surveying grade 11 students who are enrolled in mathematics. Our sampling frame calls for surveying two grade 11 mathematics classes at the advanced level and one grade 11 mathematics class at the general level.

Please distribute the questionnaires and instructions to the appropriate teachers. The time required to complete this survey is approximately 15-20 minutes. The survey should be returned to the Research Unit by 1986-10-08.

Should you require more questionnaires or should you have any questions, please contact Julie Rogers-Shermet at the Research Unit, 890-1099, ext. 2614.

Thank you for your co-operation.

APPENDIX E

DRUG AND ALCOHOL COMMITTEE
ELEMENTARY SCHOOL QUESTIONNAIRE

INSTRUCTIONS FOR TEACHERS

Enclosed are sufficient questionnaires for your Grade 5 students. Pilot testing indicates that it should take students about 15 - 20 minutes to complete the questionnaire.

Please read the instructions on the front of the questionnaire aloud, while the students read them silently. Stress that students should not put their names on the questionnaire, and that there is no way that anyone can tell who filled out a particular questionnaire.

Be sure that the students work independently. Encourage them to ask for your assistance if they do not understand any of the questions or instructions.

DRUG AND ALCOHOL COMMITTEE
ELEMENTARY SCHOOL QUESTIONNAIRE

INSTRUCTIONS FOR TEACHERS

Enclosed are sufficient questionnaires for your Grade 6 students. Pilot testing indicates that it should take students about 15 - 20 minutes to complete the questionnaire.

Please read the instructions on the front of the questionnaire aloud, while the students read them silently. Stress that students should not put their names on the questionnaire, and that there is no way that anyone can tell who filled out a particular questionnaire.

Be sure that the students work independently. Encourage them to ask for your assistance if they do not understand any of the questions or instructions.

DRUG AND ALCOHOL COMMITTEE
ELEMENTARY SCHOOL QUESTIONNAIRE

INSTRUCTIONS FOR TEACHERS

Enclosed are sufficient questionnaires for your Grade 8 students. Pilot testing indicates that it should take students about 15 -20 minutes to complete the questionnaire.

Please read the instructions on the front of the questionnaire aloud, while the students read them silently. Stress that students should not put their names on the questionnaire, and that there is no way that anyone can tell who filled out a particular questionnaire.

Be sure that the students work independently. Encourage them to ask for your assistance if they do not understand any of the questions or instructions.

DRUG AND ALCOHOL COMMITTEE
SECONDARY SCHOOL QUESTIONNAIRE

INSTRUCTIONS FOR TEACHERS

Enclosed are sufficient questionnaires for your Grade 11 students. Pilot testing indicates that students should be able to complete the questionnaire within 15 - 20 minutes.

Please instruct the students to read the instructions on the front of the questionnaire carefully before filling out their answers.

Stress that students should not put their names on the questionnaire, and that there is no way anyone can tell who filled out a particular questionnaire.

Be sure the students work independently. Encourage them to ask for your assistance if they do not understand any questions or instructions.

When completed, surveys should be returned to your principal who will arrange to forward them to the Peel Research Unit. Deadline for receipt, by the Research Unit, is October 8, 1986.

Thank you for your assistance.

DRUG AND ALCOHOL COMMITTEE
SECONDARY SCHOOL QUESTIONNAIRE

INSTRUCTIONS FOR TEACHERS

Enclosed are sufficient questionnaires for your Grade 13 students. Pilot testing indicates that students should be able to complete the questionnaire within 15 - 20 minutes.

Please instruct the students to read the instructions on the front of the questionnaire carefully before filling out their answers.

Stress that students should not put their names on the questionnaire, and that there is no way anyone can tell who filled out a particular questionnaire.

Be sure the students work independently. Encourage them to ask for your assistance if they do not understand any questions or instructions.

When completed, surveys should be returned to your principal who will arrange to forward them to the Peel Research Unit. Deadline for receipt, by the Research Unit, is October 8, 1986.

Thank you for your assistance.

APPENDIX F

ADOLESCENT USE OF TOBACCO, ALCOHOL, AND MARIJUANA:

OVERVIEW OF THE LITERATURE

Parent/Peer Influences in Adolescent Use of Tobacco. Parental smoking has been found to be an important predictor of smoking in adolescent children. These children smoke more and earlier if one or both parents smoke. The modelling effect is enhanced if both parents smoke. The influence of the same-sex parent is especially critical in the development of smoking behavior, for both boys and girls. Teachers, other adults, and other siblings also provide adolescents with role models for tobacco use.

The literature sees peers similarly as reinforcers of smoking behavior. Peer provide the rationalization and support for smoking, offer occasions for its use, and facilitate its availability.

Although the literature views adolescents smoking as primarily an activity modeled on parental behavior, researchers stress that this modeling interacts with other factors that can make some adolescents especially prone to smoking: low self-esteem, negative attitude toward school, and fear of failure.

Parent/Peer Influences in Adolescent Use of Alcohol. As with tobacco, the research indicates that parental drinking behavior and attitudes toward alcohol are critical in influencing adolescents to experiment with hard liquor. The family is the primary context in which adolescents acquire drinking patterns, although teachers and other adults can also act as models for alcohol use.

Parents of adolescents who drink may themselves have inadequate abilities to cope with life problems and may have provided their children with the model of alcohol use to deal with stress. It is interesting, however, that many problem drinkers also come from homes where alcohol was strictly forbidden. Researchers have speculated that these adolescents have not learned any rules for appropriate or moderate alcohol use. Drinking in the peers context (where everyone is experimenting) provides them with no realistic guidelines for how much they should drink or when to stop.

Parental attitudes can also subtly reinforce drinking. Many parents believe that drinking is less harmful than taking drugs, and that if their teenager uses alcohol there is less chance that he/she will go on to marijuana or other illicit drugs.

The research literature generally agrees that, as with smoking, the peer group functions mainly to reinforce drinking behavior that is learned in the home. The peer group provides support and approval for alcohol consumption, offers occasions for its use away from parental/adult supervision, and makes it more easily available. The peer group is undeniably an important influence in drinking behavior; however, regardless of peer pressure, the literature concurs that there is more drinking when one or both parents drink.

Parent/Peer Influences in Adolescent Use of Marijuana. The research shows that both parents and peers may be involved in the onset of marijuana use in adolescents, but overall, peers and siblings have more influence than parents. Adult models seem to be comparatively less important here than with tobacco or alcohol use, while peer group pressure constitutes a major factor in the onset of marijuana use.

With respect to parental influence, parents have some impact as models in their own use of psychoactive (medical) drugs, such as tranquilizers, sleeping pills, and barbiturates. The child may develop the impression that adult problems are often dealt with by the use of drugs. Parental use of these substances may imply adult approval. There is some evidence that the mother's use of psychoactive drugs (particularly when she also uses alcohol) is especially related to marijuana use in both boys and girls. In addition, there is evidence that, although the absolute numbers of parent marijuana uses are low, adolescent children or parent users are much more likely themselves to use this drug.

The use of marijuana by friend and the involvement in the adolescent subculture are critical factors in the onset and maintenance of marijuana use. Adolescent use of this substance is a peer group activity, shared with friends. The research shows that marijuana users have more marijuana-using friends than do non-users; in addition, marijuana use increases in direct proportion to the number of user friends. Marijuana users spend more time with the peer group, compared to non-users. One large-scale study indicates that marijuana use is especially high when one's "best friend" is a user, suggesting that one close friend may initiate the adolescent into marijuana use.

Peer thus act as both models and reinforcers: they may initiate non-users, support and approve the use of the drug, offer occasions for its use, and make it more easily available. The highest rates of marijuana use in adolescents is found when both peers and parents are users. Parental use is not sufficient in itself to precipitate marijuana use in the adolescent, but in the presence of marijuana-using friends, it can tip the balance toward use.

Prevalence of Tobacco, Alcohol, and Marijuana Among Adolescents and Pre-Adolescents. Numerous studies have looked at the extent of use of these substances in student populations. Many of these studies have surveyed large numbers of students; however, even these efforts may be somewhat limited in their generalizability because they often focus mainly on white, middle class, urban or suburban students, usually from intact families. In addition, some of these studies have not included chronic absentees in their samples, a group which may be especially likely to include students who use these substances. Thus, we must be cautious about assuming that the results of such surveys can be generalized accurately to minority/ethnic populations, lower socioeconomic or rural children, those from atypical or disrupted families, or students with chronic attendance problems.

Attempts to review findings on the prevalence of tobacco, alcohol, and marijuana use in student populations are further complicated by a lack of comparability in defining terms. Studies vary widely in how they define their subject populations. Some describe their samples as "adolescents", with no further clarification, a term which may include individuals from about age 11 to 18. Similarly, some refer merely to "early" and "late" adolescent groups. Other studies which use this dichotomy may define them quite differently: for example, one study may define "early" adolescence as age 12-14 and "late" as age 15-18, while another study may designate "early" as age 12-18 and "late" as post-18 or as "taking on adult responsibilities".

Researchers also vary in the labels they assign to the substances being investigated. For example, the term "drugs" is sometimes used to include alcohol and/or tobacco. In some studies it indicates only marijuana, while in others it is a term that designates a variety of medical and non-medical substances that may or may not include marijuana.

Perhaps the most complex aspect of attempting an overview of rates is the variability with which researchers measure and report the prevalence and frequency of use. One study may obtain rates of use in the past month or year, while another study may base its statistics on use within the past week, two weeks, or six months. Frequency data further complicates matters: researchers can use very different categories for organizing survey responses. For example, one study may ask whether, within the past six months, consumption of alcohol involved sips and tastes, use once a month, twice a week, or daily. Another study may ask whether, within the past year, the respondent drank only on special occasions, once a month or less, 2-3 times a month, about once a week, 3-5 times a week, or almost daily.

Further problems arise when one attempts to sort out how various studies define "the user" of a substance: is this someone who has "ever used" a substance? someone who uses it once a month? weekly? daily?

With these cautions and problems in mind, an attempt was made to summarize trends reported in major American and Canadian surveys on tobacco, alcohol, and marijuana use. Note that because of the difficulties discussed above, the findings are often not directly comparable across studies. These trends are presented in the following three charts.

TOBACCO	American Studies (1970's - mid 1980's)	Ontario Studies		
		Addiction Research Fdn., 1985 Gr. 7-13; 20 Boards; N = 4154	J. White, et al., 1978 Gr. 7-13; 27 Boards; N = 4077	Peel Sec. School Surveys, 1982-84 Gr. 9-13; 4 schools; N = 4273
PREVALENCE / FREQUENCY	Koop (US Surgeon General), 1984: Smoking is largest preventible cause of death in America. -19% of high school seniors report "daily use" of cigarettes Heimann-Ratain, et al., 1985: Although most elementary school children say they don't intend to smoke, about 12% become regular smokers in their teens.	-24.5% (Gr. 7-13) report using at least once in past year (3% of these = Gr. 7; 22% = Gr. 9 + 11 + 13) -16% (Gr. 7+9+11+13) report daily use of 1 or more cigarettes -1.1% report daily use of 20 or more cigarettes Grade 5 data (available for the year 1981 only: -5% report using at least once in past year	-45% (Gr. 7-13) report using at all in past 6 months (14% of these = Gr. 7 - 8; 31% = Gr. 9-13) -19% (Gr. 7-13) report daily use of 1 or more cigarettes -1.7% report daily use of 20 or more cigarettes	-35% (Gr. 9-13) report using at all. (19% of this 35% report using tobacco "regularly;" 8% say "occasionally"; 8% say "rarely.")
LONGITUDINAL TRENDS	Koop, 1984: There is a decrease in % of high school seniors reporting "daily use" of cigarettes, from 29% (1977) to 19% (1984). This decline is paralleled by increases in understanding of the health risks of smoking (as determined through student surveys). Germer & Miller, 1984; Clarke et al., 1986: Rate of smoking among 12-18 year olds has been declining since mid 1970s	Overall Prevalence (% having used tobacco at all in past year) 1977 1979 1981 1983 1985 30% 32% 30% 29% 24.5%		
PREVALENCE / FREQUENCY BY GENDER	Koop, 1984: Rates of daily use for both males & females have dropped about 10% since 1977, but females had higher rates in 1977 (30% vs 27%) and this difference in rates has persisted (20% vs 16%). Germer & Miller, 1984; Clarke et al., 1986: Rate of decline for 17-18 year old females is much less dramatic than for males during early 1980's; also smoking in 12-14 year old females is more prevalent than in their male counterparts.	Gr. 7-13: Trend for more females (26%) than males (23%) to report using at least once in past year (Rates for males and females have declined, but females started at a higher % and the gap has not closed)	Gr. 9-13: Trend for more females (55%) than males (45%) to report using at all in past 6 months	Gr. 9-13: (Data on gender available for one school only) Trend for more females (36%) than males (28%) to report use
PREVALENCE / FREQUENCY BY GRADE / AGE		Increase in % using at least once in past year, from Gr. 7 to 11; peak in 11, then drop in 13. 10.5% of Gr. 7's; up to age 13 25 % of Gr. 9's; 35 % of Gr. 11's; age 16-17 29 % of Gr. 13's, age 18+	Increase in % using at all in past 6 months, from Gr. 7 to 12; peak in 12, then drop in 13. 33% of Gr. 7's; 41% of Gr. 8's; 48% of Gr. 9's; 51% of Gr. 10's; 54% of Gr. 11's; 56% of Gr. 12's; 43% of Gr. 13's.	Increase in % using at all, from Gr. 9 to 12; peak in 12, then drop in 13. 33% of Gr. 9's; 23% of Gr. 10's; 34% of Gr. 11's; 41% of Gr. 12's; 23% of Gr. 13's. (Data on grade available for one school only)
OTHER FINDINGS	127			Gr. 9-13: Trend for more Level 4's (53%) than Level 5's (29%) to report using tobacco at all.

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ALCOHOL	American Studies (1970's - mid 1980's)	Ontario Studies		
		Addiction Research Fdn., 1985 Gr. 7-13; 20 Boards; N = 4154	J. White, et al., 1978 Gr. 7-13; 27 Boards; N = 4677	Peel Sec. School Surveys, 1982-84 Gr. 9-13; 4 schools; N = 4273
PREVALENCE / FREQUENCY	Wagner, 1984: Four million teenagers drink twice a week or more. Wechsler, et al., 1984: Auto accidents involving alcohol are the largest killer of young people. It is estimated that 45-60% of all fatal crashes involving a young driver are alcohol-related. Young drivers involved in car accidents are more likely to have been drinking than are older drivers. Collated across a number of studies: -60-90% of teenagers "have experimented with alcohol;" -62% of teenagers are "currently consuming alcohol."	-70% (Gr. 7-13) report using at least once in past year. (11% of these = Gr. 7; 59% = Gr. 9 + 11 + 13) -26% (Gr. 7+9+11+13) report use of alcohol every 2 weeks or more. -6% report using alcohol 2 or more times weekly. - .5% report using alcohol almost daily Grade 5 data (available for the year 1981 only): -51% report using alcohol at least once in past year -5% report using it every 2 weeks or more.	-82% (Gr.7-13) report using alcohol at all in past 6 months. (28% of these = Gr. 7 - 8); 54% = Gr. 9-13) -38% (Gr. 7-13) report using alcohol every 2 weeks or more -9% report using alcohol twice a week or more -2% report using alcohol almost daily	-70% (Gr. 9-13) report using alcohol at all (12% of this 70% report using alcohol "regularly;" 36% say "occasionally;" 22% say "rarely.")
LONGITUDINAL TRENDS		Overall Prevalence (% having used alcohol at all in past year) 1977 1979 1981 1983 1985 76% 77% 75% 72% 70%		
PREVALENCE / FREQUENCY BY GENDER	Collated across a number of studies: overall trend for males to use more alcohol than females, but this difference is declining.	Gr. 7-13: Trend for more males (71%) than females (68%) to report using at least once in past year. Some indication that this male-female difference is declining.	Gr. 9-13: Trend for males and females to show about the same proportions (87% and 89%) reporting using alcohol at all in past 6 months.	Gr. 9-13): (Data on gender available for one school only) Trend for slightly more females (71%) than males (67%) to report using alcohol at all.
PREVALENCE / FREQUENCY BY GRADE / AGE	Collated across a number of studies: Consumption of alcohol increases with age/grade. About 50% of Grade 7's are "occasional drinkers," compared to about 90% of Grade 12's.	Increase in % using alcohol at least once in past year from Gr. 7 to 12; levels off in Grade 13. 43% of Gr. 7's; up to age 13 68% of Gr. 9's; 87% of Gr. 11's; age 16-17 89% of Gr. 13's; age 18+	Increase in % using alcohol at all in past 6 months, from Gr. 7 to 11; levels off in Gr. 12-13. 69% of Gr. 7's; 79% of Gr. 8's; 81% of Gr. 9's; 86% of Gr. 10's; 90% of Gr. 11's; 92% of Gr. 12's; 93% of Gr. 13's.	Increase in % using alcohol at all, from Gr. 9 to 13. 52% of Gr. 9's; 58% of Gr. 10's; 67% of Gr. 11's; 81% of Gr. 12's; 88% of Gr. 13's. (Data on grade available for one school only.)
OTHER FINDINGS	Collated across a number of studies: Beer and wine are much more likely to be consumed than hard liquor; beer is especially preferred by males. Urban rates of alcohol consumption are higher than rates for rural students.	BEST COPY AVAILABLE	Males are more likely than females to consume beer. Students with the highest grades are the least likely to drink on a regular basis.	Gr. 9-13: Trend for more Level 4's (77%) than Level 5's (65%) to report using alcohol at all.

MARIJUANA	American Studies (1970's - mid 1980's)	Ontario Studies		
		Addiction Research Fdn., 1985 Gr. 7-13; 20 Boards; N = 4154	J. White, et al., 1978 Gr. 7-13; 27 Boards; N = 4877	Peel Sec. School Surveys, 1982-84 Gr. 9-13; 4 schools; N = 4273
PREVALENCE / FREQUENCY	Wagner, 1984: about 11% of high school seniors report daily use. Average age of experimentation with marijuana is 11-14 years. Collated across a number of studies: About 33% "use it," "have ever used it," "have used it at least once."	-21% (Gr. 7-13) report using at least once in past year (1% of these = Grade 7; 20% = Gr. 9 + 11 + 13) -8% (Gr. 7+9+11+13) report using it once a month or more in the past year -4% report using it 40+ times in the past year	-23% (Gr. 7-13) report using at all in past 6 months (3% of these = Grade 7 - 8; 20% = Gr. 9-13) -13% (Gr. 7-13) report using it more than once a month in the past 6 months -8% report using it once a week or more in the past 6 months -2% report daily use	-30% (Gr. 9-13) report using it at all (6% of this 30% report using it "regularly;" 11% say "occasionally;" 13% say "rarely."
LONGITUDINAL TRENDS	Collated across a number of studies: Some indication that the use of marijuana dropped slightly in 1980, but other illicit drugs began to increase, especially stimulants.	Overall Prevalence (% having used marijuana at all in past year) 1977 1979 1981 1983 1985 25% 32% 30% 24% 21%		
PREVALENCE / FREQUENCY BY GENDER	Collated across a number of studies: Marijuana use is greater among males than females. (One source noted that females preferred barbiturates and amphetamines, but this is not supported by the 1985 ARF data.)	Gr. 7-13: Trend for more males (24%) than females (18%) to report using marijuana at least once in past year. This male-female differential has been observed since 1977.	Gr. 9-13: Trend for more males (23%) than females (19%) to report using marijuana at all in the past 6 months.	Gr. 9-13: (Data on gender available for one school only) Trend for more males (31%) than females (16%) to report use.
PREVALENCE / FREQUENCY BY GRADE / AGE	Collated across a number of studies: Percentages of users increase with age.	Increase in % using at least once in past year, from Gr. 7 to 11; peak in 11, then drop in 13. 5% of Gr. 7's; up to age 13 18% of Gr. 9's; 35% of Gr. 11's; age 16-17; 31% of Gr. 13's; age 18+	Increase in % using at all in past 6 months, from Gr. 7 to 11-12; slight drop in 13. 5% of Gr. 7's; 13% of Gr. 8's; 22% of Gr. 9's; 32% of Gr. 10's; 39% of Gr. 11's; 41% of Gr. 12's; 37% of Gr. 13's.	Increase in % using at all, from Gr. 11 to 13. 25% of Gr. 9's; 22% of Gr. 10's; 26% of Gr. 11's; 30% of Gr. 12's; 35% of Gr. 13's. (Data on grade available for one school only)
OTHER FINDINGS	Collated across a number of studies: Rates of use are higher for those with no current formal religious affiliation.			Gr. 9-13: Trend for more Level 4's (43%) than Level 5's (22%) to report using marijuana at all.

Multiple Use of Tobacco, Alcohol, and Marijuana. Numerous studies have reported that alcohol, tobacco, and marijuana use tend to be related. A recent student survey conducted by the Addiction Research Foundation in Toronto (1985) reports that the most common combination of use is alcohol and tobacco (6% of the Grade 7-13 students in their sample), followed by alcohol, tobacco, and marijuana (4%) and alcohol and marijuana (3%). A major survey carried out in Ontario in 1978 (White, et al.) also notes a relationship between the consumption of alcohol and the use of marijuana and tobacco in their sample of Grade 7-13 students.

A few large-scale longitudinal studies in the U.S. note that the consumption of beer and wine often precedes the use of hard liquor, cigarettes, and marijuana. They stress, however, that this sequence is by no means inevitable. It is important to remember that, although relationships among tobacco, alcohol, and marijuana have been demonstrated, we cannot at this point assume that the use of one necessarily leads to the use of one or both of the others.

Programs Geared to Prevention of Substance Abuse. Educational programs relating to substance abuse have long been of interest to educators and health organizations, because of the association between use and the later development of disease and/or addiction. Since the risk of illness or addiction is increased with long exposure, early intervention is essential.

Initial efforts in this direction (pre 1970's) utilized a purely cognitive, or informational, approach. Information about substance abuse was presented in a "blood and guts" context, using scare tactics in an effort to discourage use. These approaches stressed the relationship

between habitual use and the later development of disease. although these cognitive-based programs often increased students' knowledge about the substances and the consequences of inappropriate use -- and even produced some attitude change -- they had minimal impact on actual target behaviors. They were largely ineffective in preventing experimentation in new users, and/or in reducing consumption in habitual users. Students indicated that they had acquired information about smoking, drinking, and drugs, and might even express more negative attitudes toward these substances, but they showed no tendency to curtail actual use. Researchers speculated that young people might reject or ignore negative health information geared toward future consequences -- information about the diseases of "old age" was not a strong deterrent to 12-18 year olds. It was also noted that the health risks associated with smoking, drinking, and drug use might even make these activities more attractive to young people.

Researchers then began to concentrate on reasons why young people might begin using these substances. They noted that young people are particularly susceptible to social influences which can be very compelling in the decision to experiment with and use tobacco, alcohol, or drugs -- influences which might easily offset information about the negative consequences of use. such social influences might come from parents and peers who already use one or more of these substances and act as models; from advertisements that portray smokers and drinkers as attractive, popular people engaged in a desirable lifestyle; and from direct pressure from friends. This social susceptibility is enhanced by such intrapersonal characteristics in many teenagers as low self-esteem, generalized anxiety and insecurity about social skills, and feelings of relative helplessness about determining life events.

It was reasoned that programs geared to the prevention of substance abuse must be multi-dimensional. They must address not only the knowledge component, but must also stress the development of the ability to resist social pressures and the enhancement of intra- and interpersonal skills.

Such a multi-faceted program for the prevention of substance abuse should include:

- A cognitive component: provision of enough accurate, specific information to allow students to make valid estimates of the risks and consequences of substance use/abuse. As note above, this is a necessary, but not sufficient, element for prevention programs.

- A component geared toward resisting social pressure: emphasis on developing ways to recognize and resist social and psychological pressures to smoke, drink and use drugs. This factor is considered by researchers to be crucial for bringing about changes in behavior. It involves teaching students how to analyze social pressure, how to say "no" to peers and others who may urge them to use these substances, and giving them opportunities to practise these behaviors in realistic situations, such as role play. It also involves presenting a lifestyle without smoking, drinking, or drugs as attractive, sophisticated, and desirable. Finally, it must teach students to be aware of, critical of, and resistant to media and advertising that encourage the use of cigarettes and alcohol.

- A component geared toward other intra- and interpersonal skills: some prevention programs have also incorporated the development of other skills into prevention programs: (a) the teaching of

problem-solving and decision-making skills. This process stresses evaluating alternatives and their consequences, and then deciding either on non-use or on responsible, low-risk levels of use; (b) the enhancing of self concept, the valuing of one's body, health and well-being, and the development of a sense of control over one's own life.

Substance abuse programs that incorporate such skills training in addition to the cognitive component have reported more success in changing behavior than programs utilizing only an informational approach. In fact, some research suggests that there is a greater cognitive gain of information about these substances when incorporated into such a multi-faceted program.

One recent and increasingly successful approach to implementing substance abuse programs has been to train and utilize peer leaders . Some recent American research suggests that peer-led programs are particularly effective in reducing smoking in adolescents, compared to teacher- or expert-led programs. The process also has reportedly positive growth effects for the peer leaders themselves. There is some evidence that peer leaders have particular impact and credibility in teaching social skills and resistance to social pressure to use harmful substances. However, information about these substances seems to have the greatest credibility when communicated by adult individuals with recognized expertise.

Researchers at the University of Waterloo (Ontario) are currently field testing the Waterloo Smoking Prevention Program, developed by Drs. Best, Flag, and Brown. This is the first major Canadian study to utilize the

type of multi-faceted approach described above. Starting at the grade 6 level, it incorporates information about smoking, the development of skills to resist social influence from family, peers, and the mass media, and the integration of information into a decision about smoking behavior which is verbalized to the class. Pilot study results at the end of two years indicated that smoking onset among students who did not receive the program was about twice that of students who participated.

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